

**Math and Science College Preparatory  
Charter Renewal Petition for a Five-Year Term  
(July 1, 2025, to June 30, 2030)  
Submitted  
September 4, 2024  
to the  
Los Angeles Unified School District  
Board of Education**

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## **AFFIRMATIONS, ASSURANCES, AND DECLARATIONS**

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Math and Science College Preparatory (also referred to herein as “MSCP” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

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

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

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## **ELEMENT 1 – THE EDUCATIONAL PROGRAM**

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

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

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

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

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

### **ACADEMIC CALENDAR AND SCHEDULES**

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

### **MATHEMATICS PLACEMENT**

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

### **TRANSITIONAL KINDERGARTEN**

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

### **WASC ACCREDITATION**

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

### **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

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

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-



Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

## **GENERAL INFORMATION**

### **GENERAL INFORMATION TABLE**

• The name and title of the contact person for Charter School is:	Dr. Emilio Pack, Founder/CEO
• The contact address for Charter School is:	3202 W. Adams Blvd., Los Angeles, CA 90018
• The contact phone number for Charter School is:	(323) 821-1393
• The current address of the Charter School is:	3202 W. Adams Blvd., Los Angeles, CA 90018
• This location is in LAUSD Board District:	1
• This location is in LAUSD Region:	West
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	532
• The grade level(s) of the students in the first year will be:	9-12
• Charter School’s scheduled first day of instruction in 2025-2026 is:	August 11, 2025

<ul style="list-style-type: none"> <li>The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</li> </ul>	532
<ul style="list-style-type: none"> <li>The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:</li> </ul>	Traditional
<ul style="list-style-type: none"> <li>The regular bell schedule (e.g., daily hours) for Charter School will be:</li> </ul>	Mon. 8:30AM-2:25PM, Tues.-Fri. 8:30 AM to 3:40 PM
<ul style="list-style-type: none"> <li>The term of this Charter for Middle and High performing schools:</li> </ul>	July 1, 2025 to June 30, 2030

## COMMUNITY NEED FOR CHARTER SCHOOL

Math & Science College Prep – ***one of the top 7% performing public secondary schools in California according to the California Department of Education*** -- is an independent charter school focused on offering the highest quality education to students of diverse cultures. ***In 2024, MSCP was again recognized as a California Distinguished School by the California Department of Education (CDE), as it was the last time CDE bestowed this honor on secondary schools in 2021.*** In 2024, just 293 middle and high schools across California earned this recognition, out of over 3,000 schools serving grades 6-12, equating to roughly the top eight percent of public secondary schools across the State.<sup>1</sup> As stated by State Superintendent Tony Thurmond, MSCP and the other schools recognized:

were selected by analyzing data reported through the 2023 Dashboard, with a **focus on demonstrating excellence and growth in academic achievement and ensuring a positive school climate.**

Schools are recognized for **exceptional student performance** based on achieving exemplary performance in English Language Arts (ELA) and math, reducing suspensions, and demonstrating high graduation rates (high schools only).

Schools recognized for **closing the achievement gap** enroll at least 40 percent of their students from socioeconomically disadvantaged backgrounds and, **in addition to demonstrating exemplary overall performance in ELA and math, achieve accelerated academic growth for one or more historically underserved student groups.**

(State Superintendent Tony Thurmond Announces 2024 California Distinguished Schools, Feb. 9, 2024 (emphasis added).)<sup>2</sup>

We note that in 2021, MSCP was one of just over 100 secondary schools to be recognized as a California Distinguished School -- ***in the top 2.5% across the State*** -- with Superintendent Thurmond noting then that “[a]mid the backdrop of uncertainty and hardship facing all California schools this past year [due to the global pandemic], this recognition is especially remarkable.”<sup>3</sup>

<sup>1</sup> <https://www.cde.ca.gov/nr/ne/yr24/yr24rel09.asp>; <https://www.cde.ca.gov/ds/ad/cefenrollgradetype.asp>

<sup>2</sup> <https://www.cde.ca.gov/nr/ne/yr24/yr24rel09.asp>

<sup>3</sup> <https://www.cde.ca.gov/nr/ne/yr21/yr21rel20.asp>

MSCP originally was authorized by the Los Angeles Unified School District (LAUSD, or District) in 2012, opened in August 2013, and today serves approximately 532 students in grades 9-12 in the West Adams community of Central Los Angeles. We emphasize the social, emotional, physical, and intellectual development of each child and strive to instill high standards for academic integrity and leadership in our students. Through our programs, students are given the technology, skills, and knowledge to be effective members of our school community and a global society.

MSCP is operated by STEM Preparatory Schools, Inc. (STEM Prep), a California non-profit public benefit corporation, which operates three charter schools authorized by LAUSD:

- **STEM Prep Elementary School (STEM Prep ES, grades TK-5):** opened in 2018; 319 students enrolled in 2023/24: 76.5% Hispanic/Latino, 19.4% Black, 0.9% Asian/Filipino/Pacific Islander (AFPI), 1.9% White, 88.4% Socio-economically Disadvantaged (SED), 24.8% English Learner (EL) + 52.1% Reclassified Fluent-English Proficient (RFEP) students, 15.4% Students with Disabilities (SWD) and 0.9% Foster/Homeless Youth (F/HY) enrolled in 2023-24<sup>4</sup>.
- **Crown Preparatory Academy (CPA, grades 5-8):** opened in 2010 and merged with STEM Prep in 2015; 452 students enrolled in 2023/24: 85% Hispanic/Latino, 11.5% Black, 3.1% White, 91.2% SED, 26.3% EL + 34.5% RFEP, 8.8% SWD and 0.8% F/HY.
- **MSCP:** 532 students enrolled: 70.0% Hispanic/Latino, 8.1% Black, 7.7% AFPI, 12% White, 1.9% AI/AN, 90.4% SED, 15.2% EL + 52.1% RFEP, 12.4% SWD and 0.6% F/HY.<sup>5</sup>

In addition to the significant recognition we have received from the CDE during this charter term, MSCP also has achieved the following highlights:

- We maintained a 99.2-100% graduation rate throughout this extended charter term, including through and after the global COVID-19 pandemic. Our graduation rates consistently outperformed State (83-87%)<sup>6</sup> and District averages (80-87%)<sup>7</sup> during this time period by wide margins.
- We also maintained A-G completion rates of 100% every year from 2018 through 2024, with the exception of the Class of 2021, which had a 95% A-G completion rate due to some students exercising a pandemic-related “state minimum” diploma option that was available. Again, these rates dramatically outperformed and almost doubled State averages (50-52%)<sup>8</sup> and District averages (56-89%)<sup>9</sup>.
- This has translated directly into college enrollment and persistence, with more than 700 graduates from MSCP enrolling in college since MSCP opened 11 years ago:

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<https://data1.cde.ca.gov/dataquest/longtermel/EIYears.aspx?cds=19647330126136&aggllevel=School&year=2023-24>

<https://data1.cde.ca.gov/dataquest/SearchName.asp?rbTimeFrame=oneyear&rYear=2023-24&cName=math+and+science&Topic=Enrollment&Level=School&submit1=Submit>

5

<https://data1.cde.ca.gov/dataquest/longtermel/EIYears.aspx?cds=19647330126136&aggllevel=School&year=2023-24>

<https://data1.cde.ca.gov/dataquest/SearchName.asp?rbTimeFrame=oneyear&rYear=2023-24&cName=math+and+science&Topic=Enrollment&Level=School&submit1=Submit>

<sup>6</sup> <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2022-23&cds=1964733>

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

	Total # of Graduates from MSCP	% Enrolled in College Since Graduating from MSCP	% Graduated from College with a 2- or 4-year degree	% Persisting in College as of Aug. 2024
Class of 2017	94	82%	29%	7%
Class of 2018	83	78%	20%	12%
Class of 2019	137	77%	15%	28%
Class of 2020	108	77%	3%	38%
Class of 2021	115	75%	n/a	61%
Class of 2022	114	79%	n/a	n/a
Class of 2023	127	94%*	n/a	n/a
Class of 2024	119	90%*	n/a	n/a
<b>Total # MSCP Graduates enrolled in college 2017-2022: 506 + 216*</b>				

\*Classes of 2023 and 2024 are estimates based on students' plans at graduation. Typically 90% or more of our graduates indicate they plan to attend college or trade school, with 75-82% actually matriculating.

Source: National Student Clearinghouse, data download August 19, 2024.

- 100% of the Class of 2023 were accepted into a four-year university, 68% as STEM majors.<sup>10</sup> Our graduates have been accepted to the most prominent universities in the nation, including Stanford, UCLA, UC Berkeley, USC, Harvard, Yale, Dartmouth, Howard, UPenn, Brown, Columbia and Cornell.
- For the class of 2022, the most recent with data available in the National Student Clearinghouse, 53.51% of MSCP alumni enrolled in a 4-year college/university and 25.44% enrolled in a 2-year college the fall immediately after high school graduation – 78.95% -- compared to the California average college-going rate of 62% for the class of 2022.
- As a U.S. News & World Report *Best High School*, MSCP ranks #230 out 2,616 California High Schools (**Top 9%**) and #99 out of 668 Los Angeles Metro High Schools (**Top 15%**), which includes Los Angeles and Orange Counties.<sup>11</sup>
- Across the past seven years, at a time when LAUSD has seen an enrollment decline of over 90,000 students (14.73%),<sup>12</sup> MSCP's enrollment has remained consistent at 524-541 students each year; currently 206 students are on our wait list for enrollment for 2024-25.
- In 2018, we received the AP Computer Science Female Diversity Award<sup>13</sup> from the College Board for attaining female student representation in AP computer science (we historically enroll approximately 50% females in our AP CS class) and helping to close the gender gap in computer science. Among the more than 18,000 secondary schools worldwide that offer AP courses, ours was one of only 685 that achieved this important result.
- In 2019, MSCP was selected to participate in the Bill and Melinda Gates Network Improvement Community (NIC), which focused on improving outcomes for students with disabilities.<sup>14</sup> NIC included schools from just 14 CMOs across the nation who shared best practices for successfully serving our most vulnerable populations. MSCP was recognized for our co-teaching and push-in

<sup>10</sup> Internal data.

<sup>11</sup> <https://www.usnews.com/education/best-high-schools/california/rankings/los-angeles-ca-31080>.

<sup>12</sup> <https://data1.cde.ca.gov/dataquest/dqccensus/EnrEthYears.aspx?cds=1964733&agglevel=district&year=2023-24>

<sup>13</sup> <https://apcentral.collegeboard.org/media/pdf/ap-cs-female-diversity-award-2018.pdf> (page 13)

<sup>14</sup> Grant agreement dated 10/17/19: "To support increased capacity of charter schools to effectively implement practices that support students with disabilities" (p. 1)

services and data driven practices, which were spotlighted in the RTI International Improving Outcomes for Students with Disabilities: Network Insights website and published brief.

- Over the years, other CMOs and networks have visited our campus to learn from our promising practices. These organizations include: Kansas University's Center on Inclusion Toward Rightful Presence, Austin Achieve Public Schools, Green Dot Public Schools, STRIVE Prep, Noble Schools, Collegiate Schools, KIPP NorCal and Summit Public Schools.
- MSCP's best practices have been shared at national and state conferences including the California Charter School Association Annual Conference<sup>15</sup> and the Annual Carnegie Summit.
- Our success has helped to generate significant and repeated grants and donations from a diverse set of funders during this extended charter term, including Charter School Growth Fund, Bill and Melinda Gates Foundation, The Riordan Foundation, Northop Grumman, Walton Family Foundation, Great Public Schools Now, Ralph M. Parsons Foundation, California Community Foundation, and the California Commission on Teacher Credentialing.
- To date, 259 MSCP graduates have earned the Golden State Seal Merit Diploma, and 211 have earned the State Seal of Biliteracy. Our graduates also have earned competitive scholarship offers and programs including Posse Foundation, QuestBridge Scholars, The Gates Scholarship, Kayne Foundation Scholars, Carson Scholars Fund, CA Charter Schools Association – Susan Steelman Bragato Scholarship, KIPP Through College Scholarship, National Honor Society, Leonetti O'Connell Scholars, Fulfillment Fund, Sociedad Honoraria Hispanica (Spanish Honor Society) - Joseph Adams Scholarship, and CollegeBoard Advanced Placement (AP) Scholars.
- Thanks to our generous donors, we also have provided more than \$65,000 in scholarships to our graduates via the STEM Prep Scholarship (112 to date) and the STEM Prep Girls in STEM Scholarship (five recipients to date).

MSCP has forged many partnerships to help our students be as successful as possible, with college-level courses, work-based experiences, mentoring and support, including LA Trade Tech, Biotech Connection Los Angeles, UCLA Health, Project Lead the Way, RIOS, The Boeing Company, and Co-Architects.

#### **ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS: MSCP MEETS CHARTER RENEWAL CRITERIA UNDER EDUCATION CODE SECTION 47607.2**

As detailed in the *LAUSD Independent Charter School Renewal Petition Application Guide for 2024-25*, updated May 22, 2024 (LAUSD Renewal Policy), as well as the *LAUSD Policy and Procedures for Charter Schools*, June 20, 2023 (LAUSD Charter Policy), pursuant to amendments to the Charter Schools Act by A.B. 1505, "The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

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<sup>15</sup> [https://www.charterconference.org/2023/program/search/detail\\_session.php?id=68893192](https://www.charterconference.org/2023/program/search/detail_session.php?id=68893192)

- **Criterion 3:** Are the charter school’s enrollment or dismissal practices discriminatory, or does the charter school have substantial fiscal or governance issues? (Ed. Code, 47607(e).)<sup>16</sup>

We address each of these criteria in turn.

**MSCP MEETS CRITERION 1 FOR RENEWAL WITH A SOUND EDUCATIONAL PROGRAM, A COMPREHENSIVE CHARTER PETITION, ALL AFFIRMATIONS DESCRIBED IN EDUCATION CODE 47605(E), AND IS LIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM SET FORTH IN THIS PETITION**

As detailed in the LAUSD Renewal Policy, Criterion 1 requires an analysis of the following – we have added subsection letters for clarity:

- [a] Whether the petition includes a sound educational program;
- [b] Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- [c] Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- [d] Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The LAUSD Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).<sup>17</sup>

Regarding subparts (b) and (c) above, we respectfully submit that MSCP herein presents a reasonably comprehensive description of all 15 elements required for charter petitions and that the Affirmations, Assurances and Declarations contained above, which consist of the District’s *Federal, State and District Required Language*, meet the requirements of Education Code section 47605(e).

As for the soundness of MSCP’s educational program and the capacity of our team to implement the program detailed throughout these pages – subparts (a) and (d) above -- LAUSD’s Charter Policy notes that these “are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school’s record in four key areas of charter school performance:

- 1) Governance
- 2) Student Achievement and Educational Performance
- 3) Organizational Management, Programs and Operations
- 4) Fiscal Operations.”<sup>18</sup>

First, we note that the LAUSD Board already has twice approved of MSCP presenting a sound educational program and appropriate capacity to implement it, through authorization of our initial charter petition in 2012 and our last renewal charter petition in 2017. While we have updated several components throughout this charter as required by LAUSD policies, our educational program remains

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<sup>16</sup> *LAUSD Policy and Procedures for Charter Schools*, August 11, 2020. Last amended June 20, 2023 (LAUSD Charter Policy).

<sup>17</sup> *Ibid.*

<sup>18</sup> *Ibid.*, p. 28.

fundamentally consistent with what our original Founder and current Chief Executive Officer, Dr. Emilio Pack, originally proposed.

The four criteria directly align with the LAUSD Charter Schools Division’s Annual Oversight Visit review system. In MSCP’s most recent Annual Oversight Report from LAUSD’s Charter Schools Division, dated May 9, 2024 (CSD 2024 Oversight Report), MSCP received a 4/4, Accomplished, in Governance; 3/4, Proficient, in Student Achievement and Educational Performance; 4/4, Accomplished, in Organizational Management, Programs, and Operations; and 3/4, Proficient, in Fiscal Operations.

#### 2023-24:

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

(CSD 2024 Oversight Report.)

In the CSD 2024 Oversight Report, CSD staff noted several “Areas of Demonstrated Strength and/or Progress:”

#### **Governance**

- **Governance Structure and Compliance Monitoring:** The Governing Board has fully implemented the operative charter, including all committees/councils, and has a system in place to ensure it consistently complies with local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)
- **Responsive and Accountable Governance – Educational Program:** The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis, and discussion, etc.). As evidenced by the documentation provided and the review of governing board agendas and minutes, the governing board has systems in place to receive stakeholder input and other data to inform decision-making.

#### **Student Achievement and Educational Performance**

- **Dashboard Schoolwide ELA and Dashboard Student Group ELA**
  - The schoolwide Dashboard ELA Indicator color is Green, as compared to the state’s color of Orange. The school’s 2023 schoolwide ELA DFS (+16.8 DFS) is higher than the state average (-13.6 DFS).
  - All numerically significant student groups have “Status/DFS” scores above the statewide DFS
    - The 2023 average DFS in ELA for the school’s Socioeconomically Disadvantaged students (+16.3 DFS) is higher than the state average (-42.6 DFS)
    - The 2023 average DFS in ELA for the school’s Hispanic students (+15.2 DFS) is higher than the state average (-40.2 DFS)
- **Dashboard Schoolwide English Learner Progress (ELPI):** The schoolwide Dashboard ELPI color is Green, as compared to the state’s color of Yellow. The school’s 2023 percentage of English Learner students making progress toward English language proficiency (48.6%) is equal to the state average (48.7%).
- **Dashboard Schoolwide College/Career Indicator (CCI) and Dashboard Student Group CCI**

- The schoolwide Dashboard CCI Indicator Status is Medium, as compared to the state's status of Medium. The school's 2023 percentage of students prepared for college or a career (51.6%) is higher than the state average (43.9%).
- All numerically significant student groups have "Status/percent" scores above the statewide averages
  - The 2023 percentage of the school's Socioeconomically Disadvantaged students prepared for college or a career (51.6%) is higher than the state average (35.4%)
  - The 2023 percentage of the school's Hispanic students prepared for college or a career (53.4%) is higher than the state average (35.5%)
- **Dashboard Schoolwide Suspension Rate:** The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Orange. The school's 2023 percentage of students suspended at least one day (0.2%) is lower than the state average (3.5%).
- **Dashboard Schoolwide Graduation Rate:** The schoolwide Dashboard Graduation Rate Indicator color is Blue, as compared to the state's color of Orange. The school's 2023 percentage of students graduating high school with a diploma (99.2%) is higher than the state average (86.4%).

### ***Organizational Management, Programs, and Operations***

- **Implementation of the Educational Program:** The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report.
  - STEM Prep Lesson Cycle in Project Lead The Way (PLTW) includes but is not limited to Learning Targets that identify critical content, knowledge, and skill that allows all students (including all subgroups) to reach mastery of the content standard(s); Student Engagement which are tasks relevant to students where students collaborate and discuss their thoughts and questions. In this phase, the teacher facilitates the connection between student questions and essential questions. Exploration are tasks designed so students continually work on answering the essential question/learning target; Guided Instruction is planned formative assessment that the teacher uses to move instruction and to inform practice, and instruction is differentiated for all students (Special Education , English Learners, high performers). In addition, the teacher continuously adjusts guided instruction based on the ongoing collection of student data; Practice is where Students interact with critical content and skills at the appropriate levels of rigor called for by the course standards. Students use feedback from the teacher, peer, or self to make progress toward meeting the criteria for mastery. Closure occurs when the teacher provides students with the opportunity to synthesize the information gathered throughout the lesson in order to fully answer the learning target.
  - School-wide practices include uniform expectations (Movement, Voice Level, Participation Protocol), grade-level norms, Restorative Practices, circles, and other Positive Behavioral Interventions and Supports (PBIS)-aligned strategies to support an inviting student culture.
  - A comprehensive professional development plan that incorporates support for site-wide, content-specific, and role-specific needs. The school reports that to effectively plan professional development; they use multiple resources to determine the school's needs, such as Staff surveys, observations, monthly walkthroughs, priority planning, and Monthly site meetings.



- Student Achievement Data Analysis- Data is analyzed by different groups of stakeholders to determine goals for the year, action steps, and progress monitoring. The director of data produces different reports and displays for site administrators, directors, and chiefs to analyze in the summer to begin prioritizing and planning for the school year. Additionally, other teams, such as the Student Support and Progress Team (SSPT), SPED, and committee members meet four times per year to look at data and make recommendations. Teachers, with the support of content directors, look at their data to pull out learning targets to review, make scope and sequence adjustments, and identify students to support in small groups (ongoing throughout the year). During monthly grade level meetings, teachers look at grade books to make instructional decisions, identify students who may need additional support, identify learning targets to revisit, and collaborate with admin/families. The administration participates in monthly meetings to review student data to determine professional development needs.
- **School Climate and Student Discipline:** The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension rate of 0.2%<sup>19</sup> and rates below the state average for all statistically significant subgroups, including Students with Disabilities and African American students.
  - Use of restorative practices as its foundation in positive school climate and behavioral support. School staff is trained to utilize practices such as relationship building, social-emotional learning, restorative conversations, community circles, restorative circles, and peace paths.
  - Consistently Using Tiered Strategies for Behavior Management- The school implements tiered behavior strategies to support students, respond to behaviors, and provide high accountability.
  - Alternatives to suspension- The school uses individual restorative plans as alternatives to suspension. They include reflection time, restorative circles, targeted projects, and structured days.
  - Schoolwide positive behavior support (e.g., Social Emotional Learning (SEL), Positive Behavior Interventions and Support (PBIS), etc.). The school has a PBIS plan that supports students around the campus with common practices: shared expectations, grade level norms, emphasis on relationship building, core value cards, tiered supports teachers are trained in utilizing, and community circles.
  - The school allows 10 minutes daily in the instructional schedule for designated SEL time. During this time, teachers teach SEL lessons and implement SEL-aligned practices, such as Community Circles.
- **Stakeholder Engagement and Involvement:** The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, resolving concerns, and, as applicable, implementing an SSC, ELAC, and/or PAC in accordance with all legal requirements
  - A Stakeholder Engagement Calendar that includes Coffee with the Principal, Back to School Night, Carnival event, College Tour, Family Workshop, Family STEM Night, and Parent Workshops with topics such as Depression, Anxiety, Family Violence Prevention, Addiction and Mental Health Wellness, Child Abuse Prevention, Suicide Prevention,

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<sup>19</sup> <https://caschooldashboard.org/reports/19647330126136/2023/conditions-and-climate#suspension-rate>

Parent Conferences, English Learner Advisory Committee (ELAC) agendas and sign-ins, and School Site Council agendas and sign-ins.

- Board meeting Calendar, Board agendas and Board minutes; Fiscal reports; Student Accountability Report Card; and LCAP meeting and updates.

### ***Fiscal Operations***

- The school's fiscal condition is positive and has been upward trending since the 2019-20 fiscal year.

<b>FINANCIAL HIGHLIGHTS</b>					
<b>Math and Science College Preparatory</b>	<b>2019-2020 (Audited Actuals)</b>	<b>2020-2021 (Audited Actuals)</b>	<b>2021-2022 (Audited Actuals)</b>	<b>2022-2023 (Audited Actuals)</b>	<b>2023-2024 (Second Interim)</b>
Net Assets	\$3,102,394	\$5,773,306	\$6,464,188	\$6,539,522	\$7,251,782
Net Income / (Loss)	\$450,445	\$2,670,912	\$690,882	\$75,334	\$712,260
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$858,129	\$2,625,103	\$4,161,785	\$5,951,532	\$6,473,318
Unrestricted Net Assets	\$3,102,394	\$5,773,306	\$6,464,188	\$6,539,522	\$7,251,782
Norm Enrollment Reported by the School	526	528	531	539	535
<b>FINANCIAL RATIO ANALYSIS</b>					
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	• 40.08%	85.86%	69.32%	64.06%	67.95%
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	11.09%	39.04%	44.63%	58.30%	60.65%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	715.67%	676.81%	596.88%	239.69%	379.59%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	7.03%	11.73%	12.90%	63.24%	60.91%

(Annual Oversight Visit Report, May 9, 2024.)

MSCP did not have any benchmarks assigned in its last charter renewal in 2016/17.

The LAUSD Charter Policy notes that, “As part of its analysis [of Criterion 1], the LAUSD Board of Education will assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.”<sup>20</sup> We believe the foregoing demonstrates fully that the educators, staff and Board at MSCP and STEM Prep Schools have

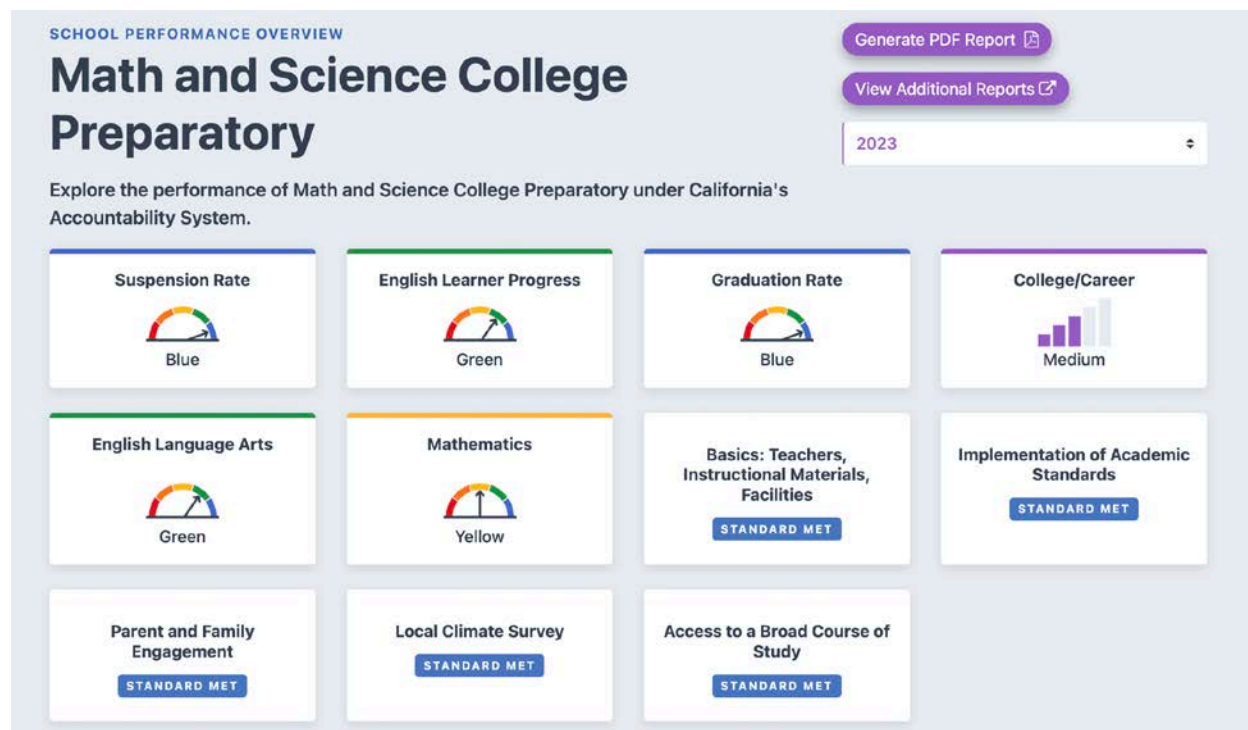
<sup>20</sup> Ibid.

and continue to be firmly committed to successfully implementing the terms of the charter that Dr. Emilio Pack first proposed to the LAUSD Board thirteen years ago. As evidenced by the national and state recognition cite above, our leadership team has demonstrated the capacity, expertise and experience to quickly address any challenges that arise and make necessary improvements.

**MSCP has met all of the elements of Criterion 1.**

**MSCP MEETS CRITERION 2 AS A MIDDLE-TIER SCHOOL WITH STRONG SCHOOLWIDE AND STUDENT GROUP PERFORMANCE ON THE CA DASHBOARD AND MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT EACH YEAR OF THE CHARTER TERM AND STRONG POST-SECONDARY OUTCOMES**

While we were disappointed to miss the “High” tier rating, we are pleased that the CDE determined that MSCP is a “Middle Performing School” for purposes of charter renewal, based on the 2023 California Dashboard indicators:<sup>21</sup>



Source: <https://www.caschooldashboard.org/reports/19647330126136/2023>

MSCP achieved:

- Blue, the highest tier, for Graduation Rate and Suspension Rate – both two levels higher than the State averages (for all grades) in 2023 of Orange for Graduation and Orange for Suspension;
- Green, the second highest tier, for English Learner Progress (ELPI), and English Language Arts (ELA) – again, one level higher than the State averages (for all grades) of Green for ELPI and two levels higher than the State average (all grades tested, 3-8 and 11) for ELA;

<sup>21</sup> <https://www.cde.ca.gov/sp/ch/cspcrformcategory.asp>.

- Yellow or Medium, the middle tier, for Mathematics and College/Career Indicator (CCI) – one level higher than the State average of Orange for Math, and the same as the State averages of Medium for the CCI.

The Dashboard for 2023 indicates that MSCP meets all of the local indicators: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

As detailed fully below, MSCP had two statistically significant student groups in 2022/23 that comprise a majority of our enrollment:

- Hispanic/Latino students – 69.2%% of enrollment: Blue in Graduation, Green in ELA and Suspension, Yellow/Medium in Math and CCI;
- SED students – 93.5% of enrollment: matched overall student performance with Blue in Graduation and Suspension, Green in ELA, Yellow in Math and CCI.

For some metrics that include students across grade levels, we have additional data:

- English Learners were Green on the ELPI in 2023 – in 2022/23, **77.7% of our students spoke a language other than English at home**, overwhelmingly Spanish.
- For suspension, while EL students were Yellow compared to the Overall rate of Blue, we note that we had one single suspension in 2022/23 and the data is different depending on the number of students in the denominator. That student happened to be an EL, so out of 85 EL students, the percentage is 1.2% of ELs, yet 0.2% of total enrollment of 546 students.<sup>22</sup>

We discuss the Dashboard and additional data in detail below.

As a Middle Performing Schools, the LAUSD Charter Policy states the following considerations for renewal:

*Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:*

- 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- 2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
  - a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
  - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.<sup>23</sup>

We focus here first on MSCP's schoolwide and student group performance on the Dashboard, with "greater weight" focused on the academic indicators. We also present MSCP's compelling post-secondary data: MSCP's alumni are enrolling college at significantly higher rates than State averages.

<sup>22</sup> <https://www.caschooldashboard.org/reports/19647330126136/2023/conditions-and-climate#suspension-rate>

<sup>23</sup> LAUSD Charter Policy, p. 36.

***MSCP's 2023 CALIFORNIA DASHBOARD ACADEMIC INDICATORS DEMONSTRATE STRONG STUDENT OUTCOME DATA THAT WARRANTS RENEWAL***

First, for context, we offer a comparison of the enrollment demographics of MSCP to those across LAUSD and the State, using enrollment data from 2022-23 to reflect those students included in the most recently published California School Dashboard reports and other data:

MSCP has significantly more SED (93.5%) students than the State (61.5%) and 13 percentage points more Hispanic/Latino (69.2% v. 56.1% across CA), but other demographics are more similar. We note that for 2023-24 – because we present some preliminary data from that year as well -- MSCP's enrollment numbers (534) and demographics are predominantly consistent, with 90.4% SED, 15.2% EL, 52.1% RFEP, 12.4% SWD, 0.6% H/FY, 70.0% H/L, 8.1% Black, 1.9% American Indian, 7.7% AFPI, 0.4% Two+ Races, and 12.0% White.<sup>24</sup>

**2023-24 Demographics**

	<b>MSCP (Grades 9-12)</b>	<b>LAUSD (TK-12)</b>	<b>CA (TK-12)</b>
Total # of Students	534	529,902	5,837,690
% SED	90.4%	81.3%	62.7%
% EL + RFEP	15.2% + 52.1%	20.1% +24.5%	18.4% + 15.8%
%SWD	12.4%	14.8%	13.7%
% H/FY	0.6%	2.7%	4.1%
%Hispanic/Latino	70.0%	73.8%	56.1%
%Black	8.1%	7.3%	4.9%
% Am. Indian/Alaska Native	1.9%	0.1%	0.4%
%AFPI	87.7%	5.3%	12.5%
%Two+ Races	0.4%	2.0%	4.6%
%White	12.0%	4.8%	20.1%

Source: DataQuest, CDE

DataQuest, CDE

MSCP's enrollment by ethnicity was inaccurately reported to the State for 2022-23 and 2023-24. Unfortunately, the error was caught after the deadline to make corrections in State reporting had passed, but the correct enrollment by ethnicity for these two years is as follows:

**MSCP Enrollment by Ethnicity (corrected internal data)**

	<b>2022-23</b>	<b>2023-24</b>
%Hispanic/Latino	93.3%	91.0%
%Black	6.1%	7.7%
% Am. Indian/Alaska Native	0.0%	0.0%
%AFPI	0.5%	0.9%
%Two+ Races	0.0%	0.2%
%White	0.0%	0.2%

<sup>24</sup> <https://data1.cde.ca.gov/dataquest/SearchName.asp?rbTimeFrame=oneyear&rYear=2023-24&cName=math+and+science&Topic=Enrollment&Level=School&submit1=Submit>

Our student demographics and this comparison to State average demographics is critical under the standards of A.B. 1505:

First, the State Difference from Standard (DFS) score on the CAASPP includes all grades tested, 3-8 and 11, without any means to segregate averages by grade and allow a fairer “apples to apples” comparison. In Math especially, proficiency rates decrease significantly as students age: in 2023, 45.11% of all 3<sup>rd</sup> graders across the State Met or Exceeded the standards in Math, while only 27.35% of 11<sup>th</sup> graders achieved the same outcome.<sup>25</sup>

The reports also include all student demographics, without any factoring or weighting based on the percentage of Socioeconomically Disadvantaged students, English Learners, Students with Disabilities or other Student Groups enrolled at each school. As a result, students in urban Los Angeles are compared with those from upper-income communities like Marin and Palos Verdes. This matters. According to the Public Policy Institute of California, an independent, nonpartisan research group, on the 2022 CAASPP:

**Student achievement varies across demographic groups.**

- Only 35% of low-income students met state standards in ELA, and 21% were proficient in math, compared to 65% of higher-income students in ELA and 51% in math.
- Disparities were similar between students who had ever been designated as English Learners (ever-ELs) and those who had not (never-ELs). About 35% of ever-ELs met ELA standards, and only 23% were proficient in math, compared to 51% of never-ELs in ELA and 38% in math.
- Proficiency rates in ELA and math were highest among Asian American (75% in ELA, 70% in math), Filipino (70% in ELA, 54% in math), and white (61% in ELA, 48% in math) students. Rates were lower among Black (30% in ELA, 16% in math), Latino (36% in ELA, 21% in math), Native American (33% in ELA, 21% in math), and Pacific Islander (40% in ELA, 25% in math) students.<sup>26</sup>

Despite clear disparities in student outcomes, schools such as ours that serve a “high-need,” lower income population are effectively judged – and in fact our continued existence depends upon – our ability to have our disadvantaged students outperform their more well-resourced peers across the State. The accomplishments of MSCP’s students and alumni detailed here are all the more impressive when considered in the context that more than three-quarters of our students speak a language other than English at home, almost all of our students are SED and in some instances struggling with severe poverty, and almost all will be the first in their family to attend college (89% of the Class of 2024 and 84% of the Class of 2023 from MSCP). Yet on every metric on the CA School Dashboard report for 2023, MSCP outperformed or matched the State performance levels:

**MSCP v. State Averages, 2023 Dashboard**

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<sup>25</sup> <https://caaspp-elpac.ets.org/caaspp/ViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000&lstSubject=m>

In ELA, the disparity is minimal, with 42.96% of 3<sup>rd</sup> graders and 46.6% of 11<sup>th</sup> graders meeting proficiency standards.

<https://caaspp-elpac.ets.org/caaspp/ViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000&lstSubject=e>

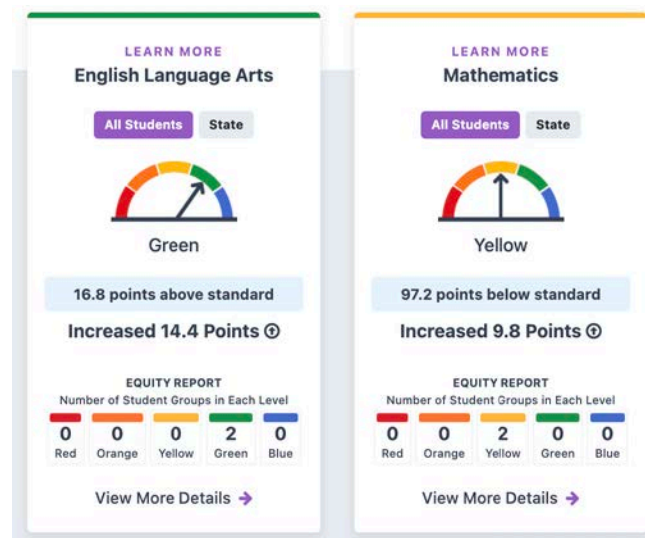
<sup>26</sup> <https://www.ppic.org/publication/student-achievement-on-californias-k-12-assessments/>

	MSCP	CA	+/-
CAASPP ELA	Green	Orange	MSCP 2 levels higher
CAASPP Math	Yellow	Orange	MSCP 1 level higher
ELPI	Green	Yellow	MSCP 1 level higher
CCI	Medium	Medium	Same
Graduation Rate	Blue	Orange	MSCP 2 levels higher
Suspension Rate	Blue	Orange	MSCP 2 levels higher

Source: <https://www.caschooldashboard.org>

We now present a more detailed analysis of each of these Dashboard metrics along with additional data that clearly demonstrates that MSCP warrants renewal for a new charter term.

### *California Assessment of Student Performance and Progress (CAASPP)*

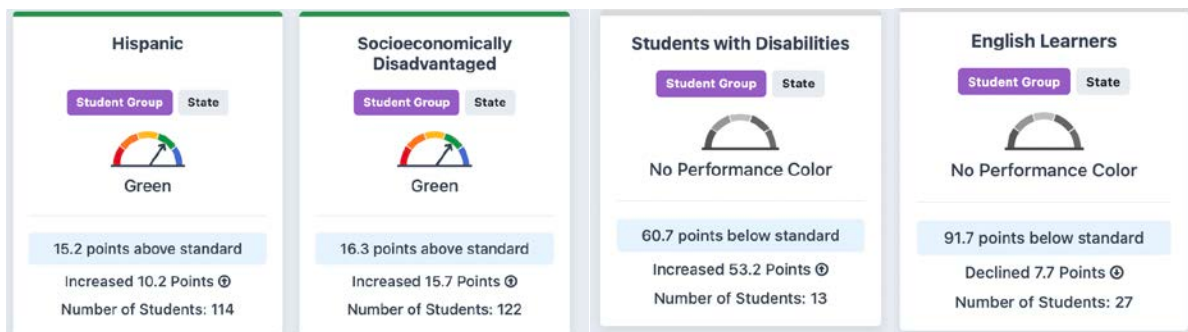


Source: <https://www.caschooldashboard.org/reports/19647330126136/2023>

On the 2023 CAASPP in ELA, MSCP's 11<sup>th</sup> graders **outperformed the State average**, achieving Green, the second highest tier, with 16.8 points above standard or +16.8 Difference from Standard (DFS), compared to the State average of -13.6 DFS.

In Mathematics in 2023, MSCP's 11<sup>th</sup> graders achieved the middle tier of Yellow, higher than the State's Orange level, though MSCP's DFS was lower than the State's (-97.2 for MSCP and -49.1 DFS Statewide across all grades tested). At MSCP, 20.8% of our 11<sup>th</sup> graders Met or Exceeded Math standards in 2023, compared to a 27.4% Met/Exceed rate for 11<sup>th</sup> graders across the State. A more accurate analysis would determine MSCP's "Difference from Standard" to the 11<sup>th</sup> graders tested across the State, but this unfortunately is not possible with the data published.

### ***Equity Report: 2023 Student Group Performance on the CAASPP in ELA***



Source: <https://www.caschooldashboard.org/reports/19647330126136/2023>

MSCP had two statistically significant student groups in 2023: Hispanic and SED. Data also was reported, but no performance color issued, for our SWD and EL student groups, which included just 13 and 27 students, respectively. As a small school with just 127 students in the graduating class in 2023, one student has a major impact on the grade-level or schoolwide outcome data, compared to averages for all California 2023 graduates that include 503,548 students.<sup>27</sup>

In ELA, our 11<sup>th</sup> grade Hispanic/Latino students – 114 out of 126 students tested (90.5%) -- achieved the second highest tier, Green, averaging +15.2 DFS. ***Not only does this mean that our Hispanic/Latino students scored 15 points higher than average of all of the 11<sup>th</sup> graders statewide, regardless of their demographics***, but these MSCP students also scored a remarkable 55.4 points ***above the State average*** of -40.2 DFS for Hispanic/Latino students (all grades).

Our 11<sup>th</sup> grade SED population also achieved the second highest tier, Green, averaging +16.3 DFS and increasing 15.7 points from 2022, 58.9 points higher than the State average of -42.6 DFS. Our 11<sup>th</sup> grade SWD population increased 53.2 points from 2022 to 2023 in ELA with a -60.7 DFS, 35.6 points higher than the State average of -96.3. Our 11<sup>th</sup> grade EL population declined 7.7 points from 2022 in ELA, averaging -91.7 DFS, 24 points below the State average of -67.7 DFS, which similarly declined by 6.5 points from the 2022 ELA CAASPP scores.

In 2023/24, as detailed in our Local Control Accountability Plan (LCAP), we engaged in a number of specific strategies to increase ELA performance:

- Writing Focus: We continue to implement and strengthen our writing priority first implemented in 2020-21, using Quill as our curriculum for closing gaps in writing. Students receive explicit instruction in writing skills and then have the opportunity to practice their writing skills throughout the week through an adaptive program that provides activities targeted to students' individual needs and levels. Students are motivated by the specific feedback provided by the program and encouraged to complete their activities with proficiency through school-wide celebrations.
- Reading Focus: We've implemented new reading systems in an effort to support students reading more and reading more effectively while in class. These systems include Accountable Independent Reading which asks students to read texts independently while completing an interactive reading task through which teachers can hold students accountable. The second is Control the Game, a system for whole-class reading that requires all students to follow along carefully and be prepared to read aloud at any moment. Both systems require more

<sup>27</sup> <https://www.caschooldashboard.org/reports/ca/2023/academic-engagement#graduation-rate>



accountability and engagement from students while they read. These systems have helped teachers to more immediately address misconceptions, support learning gaps, and push for comprehension and rigor.

- Summary Focus: We implemented a new strategy to further support students in close reading while building writing proficiency. The IVF Summary Strategy applies to many types of texts and resources. Students have successfully used this strategy with listening passages, videos, and written texts. This strategy is being taught as a tool students can use on their unit assessments, benchmarks, and state tests. We've also implemented this strategy in the History department as well to provide students with routine practice and interdisciplinary support.

- 11<sup>th</sup> Grade CAASPP Mondays: A weekly instruction and practice on the skills, question types, and texts that 11<sup>th</sup> grade students will see on their state assessment. Through these weekly practices, students have had the opportunity to build their skills and confidence. This weekly instruction and practice has also provided valuable data to teachers on which skills need the most improvement and which students need the most support. We've also found this a valuable time to provide more explicit instruction and support to our subgroups.

ICA: This year we administered the Interim CAASPP Assessment (ICA) to our 11th graders as the mid-year benchmark. We prepared students by providing summary strategy worksheets to close read the texts and listening passages on the test. We also supported our subgroups with the available designated supports and monitored the need for additional supports on the state test. Through the administration of the ICA, students were able to practice with the online platform, gain exposure and practice with the assessed skills, and build their confidence. With the data from the ICA, we are able to strategically provide instruction and practice on those skills with the largest gaps. We are also able to support those students with the highest needs.

(MSCP LCAP, 2024-25 final, p. 8-9.)



Source: <https://www.caschooldashboard.org/reports/19647330126136/2023/academic-performance#mathematics>

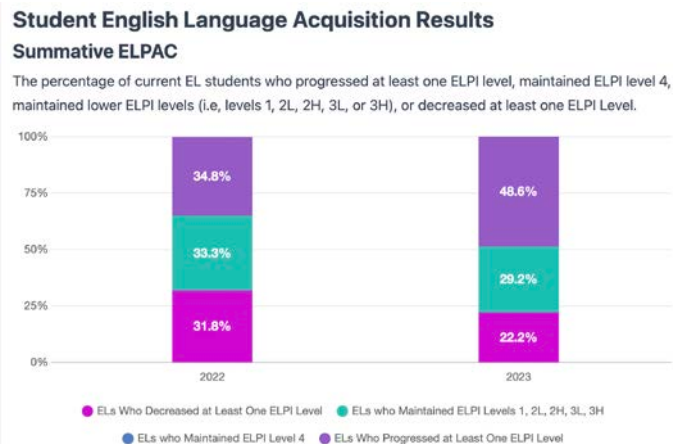
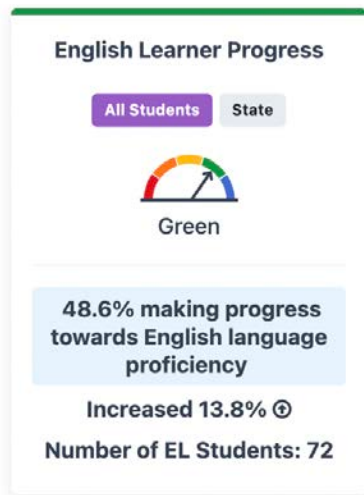
On the 2023 CAASPP in Mathematics, our 11<sup>th</sup> grade Hispanic/Latino population achieved the medium tier, Yellow, increasing 6.7 points compared to 2022 with a -97.7 DFS, lower than the State average of -80.8 DFS. Our 11<sup>th</sup> grade SED population also achieved Yellow, increasing 8.1 points from 2022 with a -98.5 DFS, below the State Average of -80.8 DFS. Our 11<sup>th</sup> grade SWD population declined from 2022 with a -207.8 DFS, lower than the State average of -127.3 DFS. Our 11<sup>th</sup> grade EL students' performance also declined from 2022 with a -184.9 DFS, lower than the State average of -93.4 DFS. With entirely different cohorts of students, yet very small numbers in these cohorts (i.e., just 13 SWD), these variations in EL proficiency and the abilities of our SWD can vary widely, as seen here. As emphasized throughout this charter, MSCP employs a highly personalized, data-driven approach to instruction benefits each of our students individually.

As with ELA, our current LCAP details a number of specific strategies to increase Math performance:

- For CAASPP math performance, the Dashboard shows 9.8 point growth overall, which is above the state growth. Though we have seen growth this year, we continue to push for higher growth by focusing on clearer formative data, identifying specific needs, and identifying and implementing effective systems to address these needs, as described below:
  - We improved our implementation of digital assessments. This looks like teachers more consistently administering the digital assessments and using the data to inform their instruction. Students and teachers are more familiar with the digitized assessments (On Pear Assessment, formally known as Edulastic). During professional development, teachers analyze the data and create action plans. For example, they identify trends for multilingual learners, students with disabilities, socioeconomically disadvantaged students, and Hispanic students and plan more strategic supports. Teachers create graphic organizers for different students depending on supports they need. Instructional coaches are also more quickly aware of student achievement, allowing them to provide teachers with immediate support. We built in time during instructional coaching debriefs to discuss student achievement.
  - Through the implementation of digital assessments, we also have increased our calibration of written response rubrics in math. We focused efforts on deeply understanding the math rubrics and in turn supporting students with how to use the rubric. We have also increased our evaluation of English Language Development standards, focusing on written response items.
  - We administered the ICA assessment in the 11th grade as a mid-year assessment. Before the assessment, we dedicate time to prepare students for what to expect on the tests, review content from earlier in the year, and learn strategies to support the performance task. Teachers also collaborate to choose student designated supports. During the administration of the tests, teachers help students understand their designated supports and identify who else might benefit from them that we didn't initially identify.
  - Based on the ICA data, specifically looking at the numerically significant subgroups we plan the CAASPP review lessons more strategically. Teachers review the data and plan the lessons accordingly. We will also make adjustments and do small group instruction for subgroups of students like English Language Learners and students with disabilities.
  - Our school-wide focus on engagement, allowing all subgroups to access content day to day in each classroom, is a priority that is also having an impact on the effectiveness of the systems in the classroom. Students understand the expectations, and along with the teacher hold each other more accountable to meeting the expectations. This allows for any of our review lessons, supports for students using the writing rubric, and analyzing assessment data to be more impactful.

(MSCP LCAP, 2024-25 final, p. 9.)

### ***English Learner Progress Indicator (ELPI)***



As noted in the LAUSD Data Set for MSCP, between 2022 and 2023, the percentage of MSCP’s EL students making sufficient progress towards English proficiency “Increased Significantly” by 13.8 percentage points to 48.6%. Yet LAUSD categorizes this as “Lower” than the Statewide rate of 48.7% -- a tenth of a percentage point difference. MSCP’s ELPI rate in 2023 was slightly higher than LAUSD’s district-wide rate of 48.4% (for all grades). As MSCP made a large increase in ELPI between 2022 and 2023, the State average simultaneously decreased slightly (1.8 percentage points).

In the 2022/23 school year, MSCP had a total of 86 ELs,<sup>28</sup> according to the Dataquest “At-Risk” and Long-Term English Learners (LTEL) by Grade report; it is unclear why the 2023 Dashboard<sup>29</sup> reports 72 EL students.<sup>30</sup> Our EL student population included: two Newcomers (0-3 years), three At-Risk of Long Term EL (LTEL) status (4-5 years), 52 LTELs (meaning in 6+ years in CA public schools these students have not been reclassified), and 29 students 4+ Years But Not At-Risk of LTEL status. Another 284 students – more than half of our enrollment – were RFEP. As detailed fully in our section below on English Learners (within Meeting the Needs of All Students), MSCP offers designated and integrated English Language Development (ELD) tailored to the needs of our diverse ELs, whether they are newcomers to the United States or have struggled to attain proficiency.

MSCP’s 2024/25 Local Control Accountability Plan (LCAP), attached to this charter petition as an Appendix, contains a summary of recent actions by our educators to bolster our multi-lingual learners’ mastery of English:

We are also proud of our strong growth in English Learner Progress, which we attribute to the effective implementation of these actions to support the practices below:

- As an organization, we have increased our understanding of and implementation of Culturally Responsive Teaching (CRT) practices. Teachers have received consistent professional

<sup>28</sup>

<https://data1.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=19647330126136&aggllevel=School&year=2022-23>

<sup>29</sup> <https://caschooldashboard.org/reports/19647330126136/2023/academic-performance#english-learner-progress>

<sup>30</sup> There appear to be several minor discrepancies between Dataquest and Dashboard rates in graduation rates, ELPI and other specific data. We have cited our sources throughout this charter.

development in the core aspects of CRT: Building cultural competency, operating from an assets based approach, simultaneously supporting and challenging students, placing students at the center of learning, and leveraging students' linguistic and cultural backgrounds. - We have also strengthened our Integrated ELD approach by providing teachers and staff with frequent training and department support in using the CA ELD standards alongside content standards, creating language goals, scaffolding content materials, and monitoring and evaluating student progress. We have analyzed EL student data and focused on an assets based approach of leveraging student strengths in speaking and listening to support their areas of need in reading and writing. All of our students designated as EL have an academic language goal (reading or writing) that all teachers and staff are aware of and through professional development throughout the academic year and consistent support from department leads and coaches, teachers are given research based strategies to use in supporting students in achieving these academic goals.

- Students designated as EL have also grown in math thanks to increased departmentalization of Integrated ELD. The director of ELD meets regularly with the directors of Math, History, Science, and Project Lead the Way (PLTW) to support teachers in how to effectively use the CA ELD standards, create language goals, scaffold content materials, and monitor and track student progress. For example, math teachers were trained on how to use the CA ELD Standard PI.6.11a Supporting Opinions with Evidence to support students in developing effective written responses to math problems. Teachers also use math language routines to support EL students in their communication and collaboration.

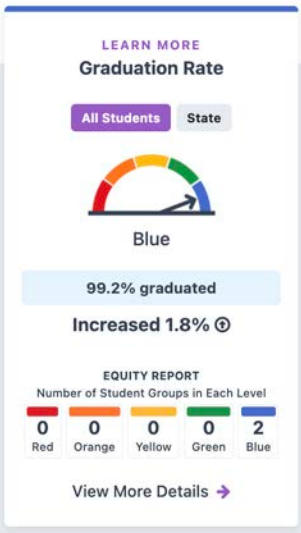
- Our designated ELD teachers receive monthly professional development in which we look at students designated as EL data and create action plans for targeted instruction on how to best support student progress and language development. As a team, we frequently calibrate on how to evaluate student language progress, and develop initiatives and research based scaffolding systems that support students with their academic reading and writing. We also focus on fidelity to the curriculum and rigorous instruction for our students designated as EL whereby they are simultaneously supported and challenged through inquiry based learning.

- During designated ELD time, students designated as EL are given opportunities to review their most recent ELPAC scores and their academic goals. They are also given opportunities to familiarize themselves with and practice test items with the ELPAC practice tests and the ELPAC Interim assessment. Throughout this time students are able to reflect on their progress and head into the Summative ELPAC with motivation and an understanding of their current English language proficiency (ELP).

- Once a semester at MSCP we have parent outreach sessions where we update families of students designated as EL on how we are working to support students in their ELP as well as schoolwide academic focuses, initiatives, and events surrounding our EL students. Families are also given information in regards to the process of EL classification and reclassification and what they can do to support their learners at home

(MSCP 2024/25 Local Control Accountability Plan, dated pp. 6-7 (MSCP 2024/25 LCAP).)

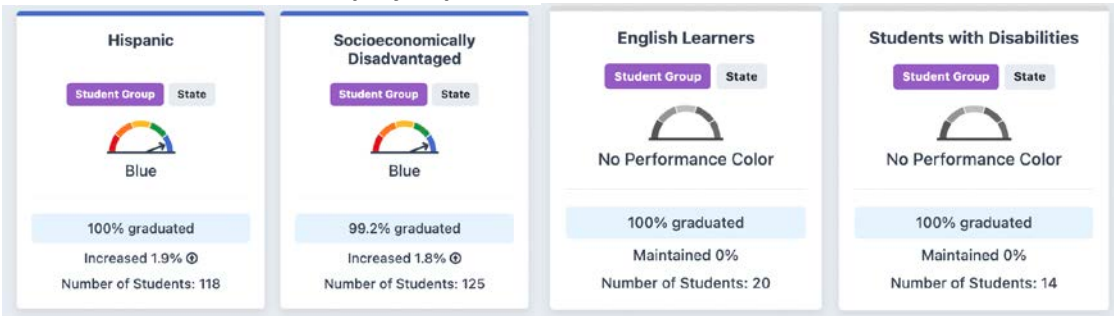
**Graduation Rate**



Source: <https://www.caschooldashboard.org/reports/19647330126136/2023#graduation-rate-card>

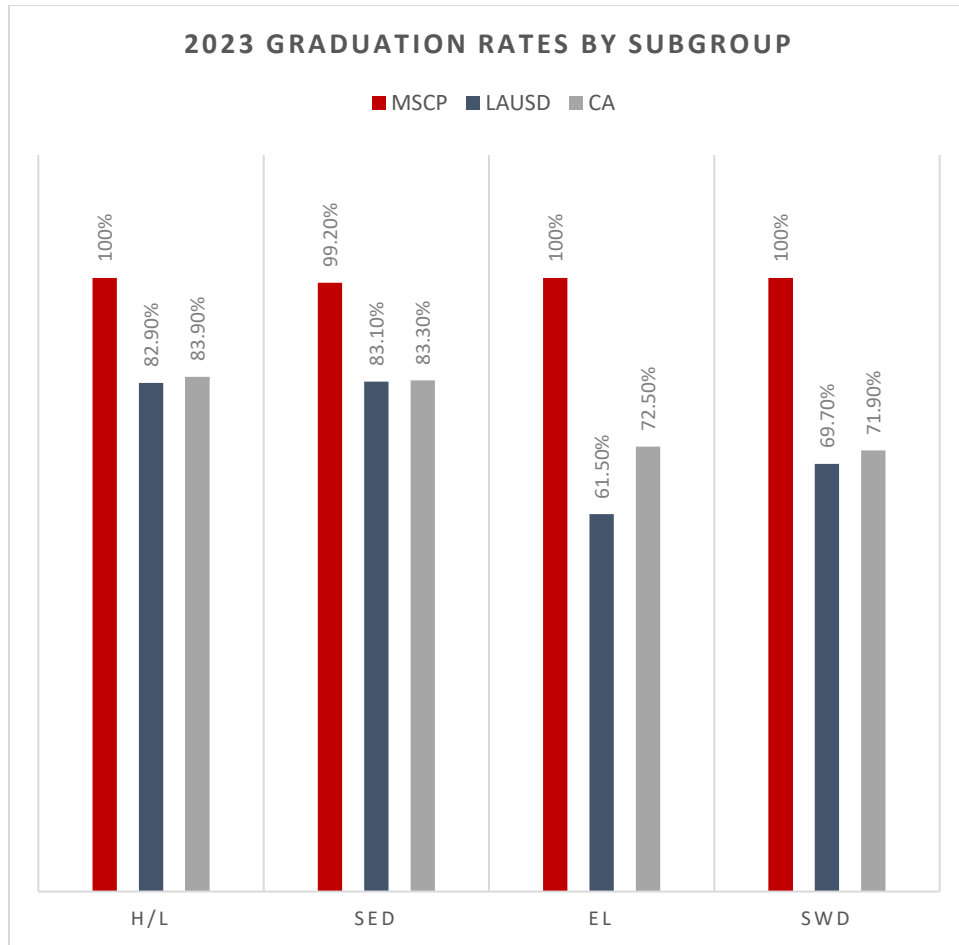
For the 2023 CA Dashboard Graduation Rate, our overall student population achieved the highest tier of Blue, with a 99.2% graduation rate (all but one student), 12.8 percentage points above the State average of 86.4%. Both of our two statistically significant student groups – Hispanic and SED – similarly were Blue, with **100% of our Hispanic students graduating** and 99.2% (all but one student) who are SED graduating. (We note that this student in 2023 returned and graduated within 5 years with the Class of 2024.) While not issued a color ranking, **100% of our English Learners and 100% of our SWD graduated in 2023.**

**Equity Report: 2023 Graduation Rate**



Source: <https://www.caschooldashboard.org/reports/19647330126136/2023#graduation-rate-card>

As seen in the graphic below, when comparing our student group graduation rates to District and State averages, our students’ accomplishments are even more impressive:



Source: *DataQuest, CDE*

We wish to note that our graduating class in 2024 this past spring also achieved a 99.2% graduation rate (just one student did not earn a diploma), and a 100% A-G completion rate.<sup>31</sup> (A-G completion rates are discussed more in the next section on the College/Career Indicator.)

#### Graduation Rate

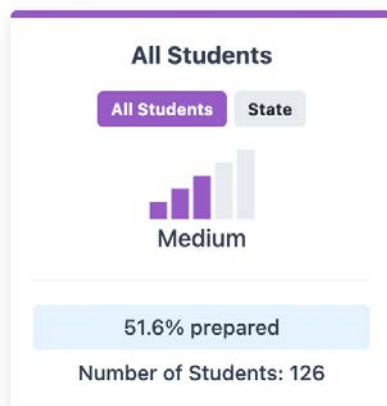
	MSCP	LAUSD	CA
2022-23	99.2%	86.1%	86.2%
2021-22	97.4%	87.4%	87.0%
2020-21	100.0%	83.5%	83.6%
2019-20	96.8%	82.9%	84.2%
2018-19	96.8%	81.5%	84.5%
2017-18	87.6%	80.1%	83.0%

Source:

<https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=19647330126136&agglevel=school&year=2017-18&initrow=&ro=y>

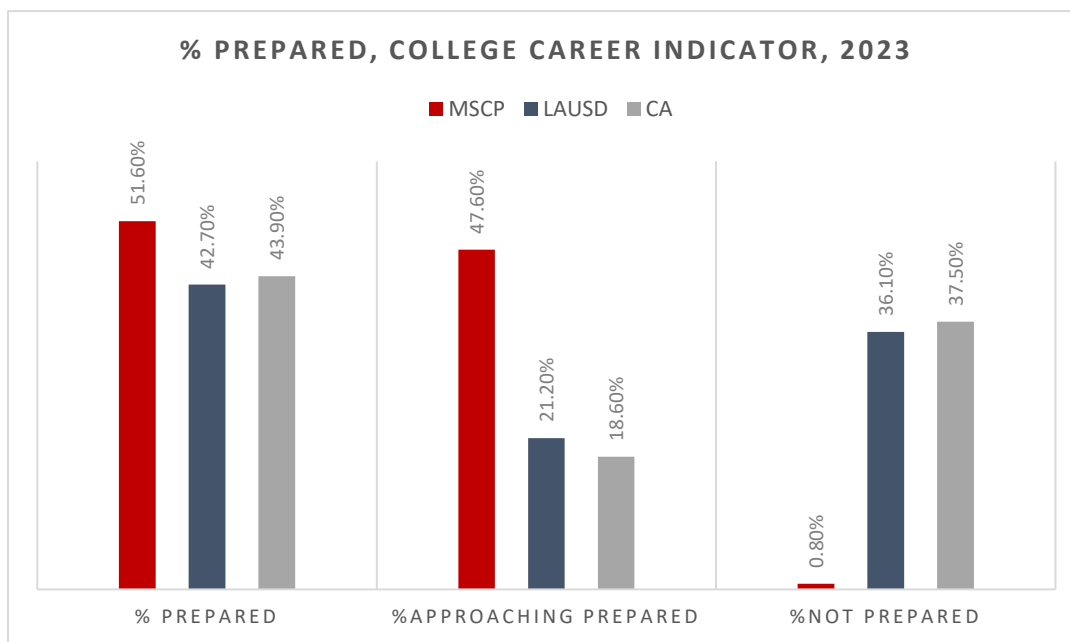
<sup>31</sup> Internal data.

## College/Career Indicator (CCI)



Source: <https://www.caschooldashboard.org/reports/19647330126136/2023#college-career-card>

According to the 2023 CA Dashboard College/Career Indicator (CCI), MSCP achieved Medium (no color), with 51.6% of graduating students considered “Prepared” for College and/or Career, 7.7 percentage points higher than the State average of 43.9%. Another 47.6% of our graduating seniors in 2023 were “Approaching Prepared” on the CCI, 29 percentage points higher the CA rate of 18.6%; just one student was rated “Not Prepared” on the CCI, or .8%, compared to 36-37% of students across LAUSD and CA. As detailed above, fully 75-82% of each of our graduating classes over the past seven years have enrolled in college, with the majority enrolling in four-year colleges (53.51% of the Class of 2022 enrolled fall after graduation in a 4-year college/university and 25.44% of the Class enrollment in a 2-year college, the most recent with reported data in the National Student Clearinghouse). With these indicators, it is difficult to understand how our CCI score is just 7.7 percentage points higher than the State average.



Source:

<https://www6.cde.ca.gov/californiamodel/Default?cds=19647330126136&year=2023&source=dashboa>  
rd

It is important to note that MSCP is a college preparatory school, as evidenced by our school name. Thus our focus is on Smarter Balanced Assessments (SBA)/CAASPP Results, AP Test Scores, and A-G rates; we also offer the State Seal of Biliteracy to qualifying students. As shown in CDE’s Dataquest, for the Class of 2023, we had 125 out of 126 students graduated (99.2%), 100% met A-G requirements, 19.2% earned the State Seal of Biliteracy, and then, while not included in the CCI, 29.6% of our graduates each the Golden State Seal Merit Diploma.

#### 2022-23 4-Year Adjusted Cohort Graduation Rate

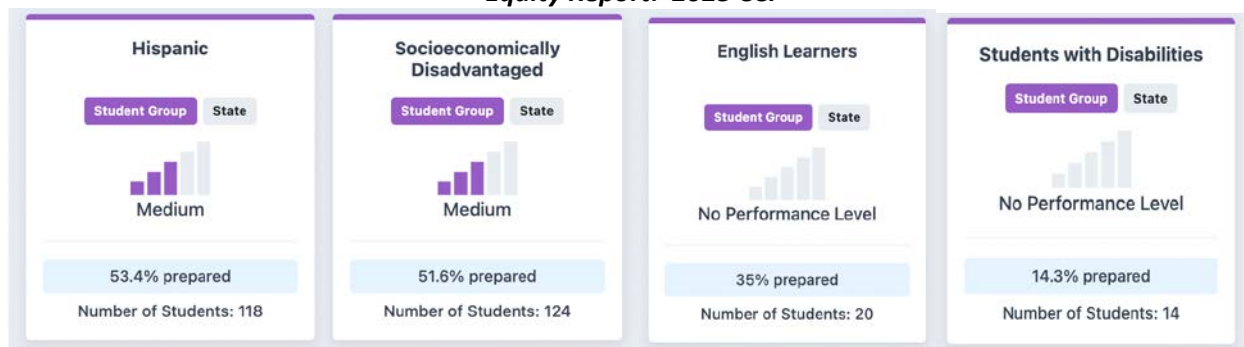
Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
<a href="#">Math and Science College Preparatory</a>	126	125	99.2%	100.0%	19.2%	29.6%
<a href="#">Los Angeles Unified</a>	42,946	36,976	86.1%	68.6%	20.7%	20.0%
<a href="#">Los Angeles County</a>	114,213	96,425	84.4%	59.8%	15.0%	28.7%
<a href="#">Statewide Total</a>	495,492	427,241	86.2%	52.4%	12.4%	31.4%

Source: <https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=school&year=2022-23&cds=19647330126136><sup>32</sup>

<sup>32</sup> The Golden State Seal currently is not included in the College/Career Indicator calculations. To be eligible for the Golden State Seal, students (1) must be eligible to receive a high school diploma; and (2) must have demonstrated the mastery of the curriculum in at least six subject areas, with specific letter grade requirements (e.g., B+ or above) and state assessment results (e.g., “Met” on CAASPP in ELA).



### Equity Report: 2023 CCI



Source: <https://www.caschooldashboard.org/reports/19647330126136/2023/academic-performance#college-career>

For our statistically significant student groups, our Hispanic/Latino population scored Medium with 53.4% prepared, 17.9 percentage points higher than the State average for Hispanic/Latino students of 35.5%. Our SED population also scored a “medium” with 51.6% prepared, 16.2 percentage points higher than the State average SED of 35.4%. Our English Learners were 35% prepared, 19.7 percentage points above the EL State average of 15.3%. Our SWD were 14.3%, two percentage points above the State Average for SWD of 12.3%.

The CCI “includes both college and career measures to evaluate how well districts and schools are preparing students for success after high school.”<sup>33</sup> As detailed in the California Department of Education’s *2023 Dashboard Technical Guide: College and Career Indicator (CCI)*, “[T]he CCI was designed to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education (CTE) Pathway, (b) course requirements for meeting University of California (UC) or California State University (CSU) requirements (i.e., a-g), or (c) a course of study specifically designed to meet the student’s individual interests.”<sup>34</sup> The specific metrics included in the CCI for students to be “Prepared” are:

#### **MET VIA CAREER TECHNICAL EDUCATION PATHWAY COMPLETION [Not offered at MSCP.]**

#### **MET VIA SMARTER BALANCED ASSESSMENT**

At least a Level 3 “Standard Met” on the Smarter Balanced Summative Assessments for both ELA and Mathematics.

#### **MET VIA COLLEGE CREDIT COURSE [NOT OFFERED AT MSCP.]**

#### **MET VIA ADVANCED PLACEMENT**

A score of 3 or higher on two Advanced Placement (AP) Exams.

#### **MET VIA INTERNATIONAL BACCALAUREATE [NOT OFFERED AT MSCP.]**

#### **MET VIA A-G COMPLETION**

Completion of courses that meet the University of California (UC) or California State University (CSU) a–g criteria with a grade of C or better, plus one of the following criteria:

- CTE pathway completion with a C- or better in the capstone course
- Smarter Balanced Summative Assessments: At least a level 3 “Standard Met” on ELA or Mathematics and at least a level 2 “Standard Nearly Met” on the other subject area.

<sup>33</sup>

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=0126136&reporttype=sgroups>

<sup>34</sup> CA Department of Education, 2023 Dashboard Technical Guide: College and Career Indicator (CCI), 2023, p. 2.

- One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.
- A score of 3 or higher on one AP exam or a score of 4 or higher on one IB exam.

**MET VIA STATE SEAL OF BILITERACY**

Earned the State Seal of Biliteracy and scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment.

**MET VIA LEADERSHIP/MILITARY SCIENCE [NOT OFFERED AT MSCP.]**

The criteria for a student to be considered "Approaching Prepared" are as follows:

**Met via Career Technical Education Pathway Completion [NOT OFFERED AT MSCP.]**

Career Technical Education (CTE) pathway completion with a C- or better in the capstone course.

**Met via Smarter Balanced Assessment**

Scored at least level 2 "Standard Nearly Met" on both the English language arts (ELA) and Mathematics Smarter Balanced Summative Assessments.

**Met via College Credit Course**

Completion of one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.

**Met via A-G Completion**

Completion of courses that meet the University of California (UC) or California State University (CSU) a-g criteria with a C or better.

**Met via Leadership/Military Science [NOT OFFERED AT MSCP.]**

Source:

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=0126136&reporttype=sgroups> (emphasis and bracketed notes added).

Curiously, the CDE is not currently making publicly available the number or percentage of students at the school, district or statewide level who completed each criteria out of the total number of students eligible – i.e., California’s 495,492 graduates in 2023 -- for these different metrics. They provide calculations on what percentage of students who met the CCI met it via the various criteria such as AP scores or CAASPP results, but they do not make available some key data points. We can tell from other reports in Dataquest the percentage of graduates statewide who earned the State Seal of Biliteracy (12.4%) or completed A-G (52.4%),<sup>35</sup> but not, for example, how many students were proficient on the CAASPP in both ELA and Math, or those who met A-G and one of the additional criteria combined with A-G in order to count as “met” on the CCI. (It seems odd that A-G completion in itself is not a CCI metric as arguably, once a student has completed A-G, they are “prepared” to enroll in the UC/CSU systems.) It is also unclear what impact on our CCI is caused by the fact that as a small school, we simply do not offer certain options such as CTE pathways. The following presents an analysis of the metrics in which MSCP had data that was included in the CCI:

**SBA/CAASPP Met/Exceeded in Both ELA and Math**

For the SBA/CAASPP results, as quoted above, CDE calculates what percentage of students who “Met” (or Exceeded) standards on the CAASPP in both ELA and Math, but for some reason, “To calculate the percentages, the total number of prepared students in each student group is used as the denominator (e.g., total number of English learners who met the CTE criteria divided by the total number of English

<sup>35</sup> <https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=00&agglevel=state&year=2022-23>

learners who are prepared).”<sup>36</sup> Of the students who met “prepared” on the CCI, 30.8%, or 20 students at MSCP, were proficient on ELA and Math on the prior year’s CAASPP when they were 11<sup>th</sup> graders. When calculating the percentage of total MSCP graduates who met this criteria, the rate is 15.8%; we are unable to compare this to any State or District averages. Another 8.3% (5 students) of those who met “Approaching” prepared did so via the CAASPP criteria.<sup>37</sup>

### Advanced Placement (AP) Testing

MSCP has dramatically increased both the number of students taking AP courses and tests each year and the number of AP courses and tests taken, as part of our college preparatory strategy: 90.5% of the Class of 2023 completed at least one AP course and exam. In fact, for the Classes of 2023 and 2024, students took an average of six AP courses during their high school career.

While we do not know how many total students across California have scored a 3 or higher on two AP exams, CDE tells us that 33.3% of 2023 of the Graduation Cohort across CA scored a 3 or higher on two AP exams.<sup>38</sup>

CDE reports on the Dashboard that 33.8% of our 2023 Graduation Cohort passed an AP test with a score of “3” or better – virtually the same rate as the State average of 33.3%. We consider this to be a remarkable achievement given the resources our students have compared to many AP test takers across the State. Our 33.8% AP pass rate outperforms the LAUSD 2023 Graduation Cohort average of 23.2% by ten percentage points.

**MSCP AP Tests**

	2021/22	2022/23	2023/24
Total # of AP Students	294	346	342
Total # of Exams	662	828	762
Total # AP students with Scores 3+	90	106	115
Total % AP students with Scores 3+	30.6%	30.6%	33.6%
Total # Graduates who Took 1+ AP Classes	92	114	102
Total % Graduates who Took 1+ AP Classes	80.7%	90.5%	85%
Average # of AP Courses	5	6	6
Max # of AP Courses	12	12	12

<sup>36</sup>

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=0126136&reporttype=sgroups>

<sup>37</sup> The Technical Guide: CCI specifies that the denominator used in CCI calculations “stems from the students in the denominator of the combined four-and five-year graduation rate that is used to calculate the Graduation Rate Indicator.” Technical Guide: CCI.

<sup>38</sup>

<https://www6.cde.ca.gov/californiamodel/ccireport2022?&year=2022&cdcode=0000000&scode=&reporttype=schools> (“[F]or this [CCI] report, the students in the combined four- and five-year graduation rate were used as the denominator to calculate the percentages. Each graduating student’s records were evaluated to determine the courses, exams, or seals that the student completed or earned during high school.”)

Calculation Formula Example:

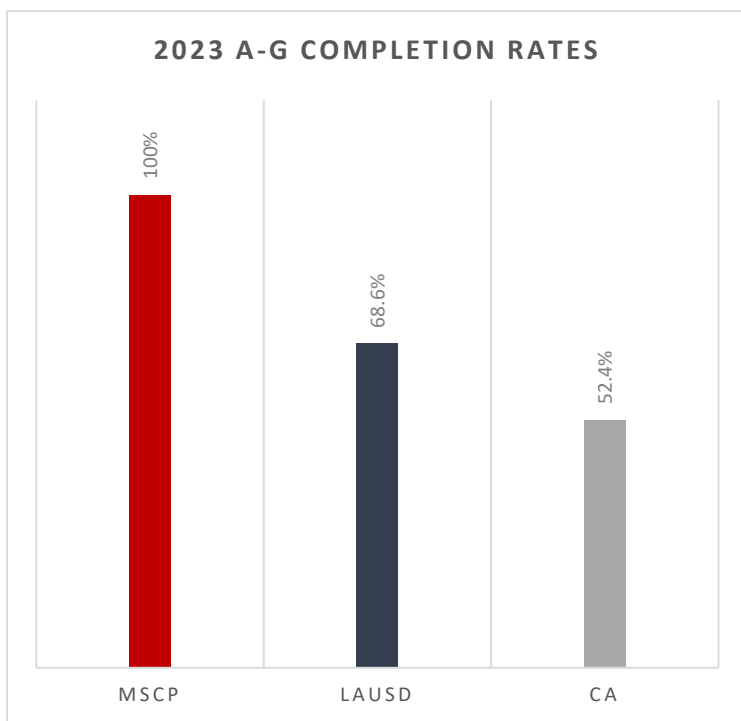
(Number of Students who Completed at Least One CTE Pathway) *divided by*  
(Total Number of Students in the Combined Four- and Five-Year Graduation Rate)”).

We note that unlike the other metrics in the CCI, the AP test scores metric does not have a correlating “Approaching Prepared” criteria, such as the % of graduates who earned a score of “3” or better on one AP exam.

### A-G Requirements

Across California, 43.6% of the 2023 Graduation Cohort met A-G requirements and one of the secondary criteria listed above, e.g., “Met/Exceeded” on one subject of the CAASPP and “Nearly Met” on the other.<sup>39</sup> This is impressive considering only 52.4% of graduates in 2023 had met A-G, without the secondary criteria.

MSCP’s graduates have achieved **100% A-G completion** in each of the past seven years (2017/18 through 2023/24), with the sole exception of 2020/21, which had a 95% A-G completion rate after six students opted in to pandemic-related “Minimum Requirements for Graduation,” thus these students in this one year did not complete A-G even though they graduated.



Source: <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=school&year=2022-23&cds=19647330126136>

LAUSD’s A-G rates have ranged over the same time period from 63.7% to a high of 68.6% in 2023, with the exception of 2020 at 55.8%. The California average A-G completion over this charter term has ranged from 49.9% to a high in 2023 of 52.4%. In other words, MSCP is almost doubling the statewide A-G completion rate, ensuring more students are eligible for admission to the UC/CSU systems.

<sup>39</sup>

<https://www6.cde.ca.gov/californiamodel/ccireport2022?&year=2022&cdcode=0000000&scode=&reporttype=schools>

	<b>MSCP</b>	<b>LAUSD</b>	<b>CA</b>
<b>2023-24</b>	100%		
<b>2022-23</b>	100%	68.6%	52.4%
<b>2021-22</b>	100%	65.2%	51.4%
<b>2020-21</b>	95%	65.2%	52.1%
<b>2019-20</b>	100%	55.8%	50.9%
<b>2018-19</b>	100%	63.7%	50.5%
<b>2017-18</b>	100%	65.6%	49.9%

Source: <https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=school&year=2022-23&cds=19647330126136>

### State Seal of Biliteracy

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.<sup>40</sup>

<b>Name</b>	<b>Cohort Students</b>	<b>Regular HS Diploma Graduates</b>	<b>Cohort Graduation Rate</b>	<b>Graduates Meeting UC/CSU Requirements</b>	<b>Graduates Earning a Seal of Biliteracy</b>	<b>Graduates Earning a Golden State Seal Merit Diploma</b>
<a href="#">Math and Science College Preparatory</a>	126	125	99.2%	100.0%	19.2%	29.6%
<a href="#">Los Angeles Unified</a>	42,946	36,976	86.1%	68.6%	20.7%	20.0%
<a href="#">Los Angeles County</a>	114,213	96,425	84.4%	59.8%	15.0%	28.7%
<a href="#">Statewide Total</a>	495,492	427,241	86.2%	52.4%	12.4%	31.4%

<https://dq.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?cde=19647330126136&aggllevel=school&year=2022-23&initrow=&ro=y>

In 2023, 20.3% of MSCP's graduating class received the State Seal of Biliteracy, compared to 20.7% of LAUSD graduates in 2023, and 12.4% of graduates across California.<sup>41</sup>

### New Dual Enrollment Initiative

In Spring 2024, we began the slow roll-out of a Dual Enrollment program, which will offer college level, credit-bearing courses and experiences to prepare students for college, ultimately including credit-earning courses in the STEM fields. Based on lessons learned from meeting with small schools like ours that have launched similar programs in recent years, and in meeting with the Director at LA Trade Tech and Santa Ana College we began implementation slowly and intentionally by offering one course first, with the intent of having a full program that is embedded within our bell schedule in the coming years. We also are ensuring all of our students have equitable access to these opportunities by offering the courses on our campus in-person, and not online or at our college partner's campus.

In partnership with Los Angeles Trade Tech College, Counseling 040 was offered to students in-person at MSCP in Spring 2024. In this course, students explore issues related to higher education that contribute

<sup>40</sup> <https://www.cde.ca.gov/sp/ml/documents/requirmntsposter.pdf>

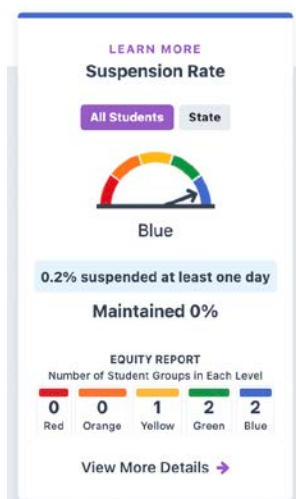
<sup>41</sup> <https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=school&year=2022-23&cds=19647330126136>

to student success in college classes. Space in the course was opened to all students, and 18 enrolled. This fall we added Counseling 020, a deeper focus on high education (20 students are enrolled), as well as English 101x (30 students are enrolled). In Spring 2025 we plan to add English 102 and another course to be determined. Course descriptions for our current offerings are included in the Course Descriptions section below.

We are confident that this new offering will better prepare our graduates for college-level coursework, and help them develop the confidence that they can succeed in college-level courses. There is also a financial benefit, as some of our students will be able to earn a significant amount of transferable course credit. While in the past we have had students take as many as 12 AP courses, most colleges limit the amount of credit or advanced placement they offer based on AP scores. Dual enrollment will help some of our students save a year or two in college course fees, and encourage more to complete a degree once they leave MSCP.

In addition to the academic indicators detailed above, which receive the greatest weight, we also present the following additional data.

### *Suspension*

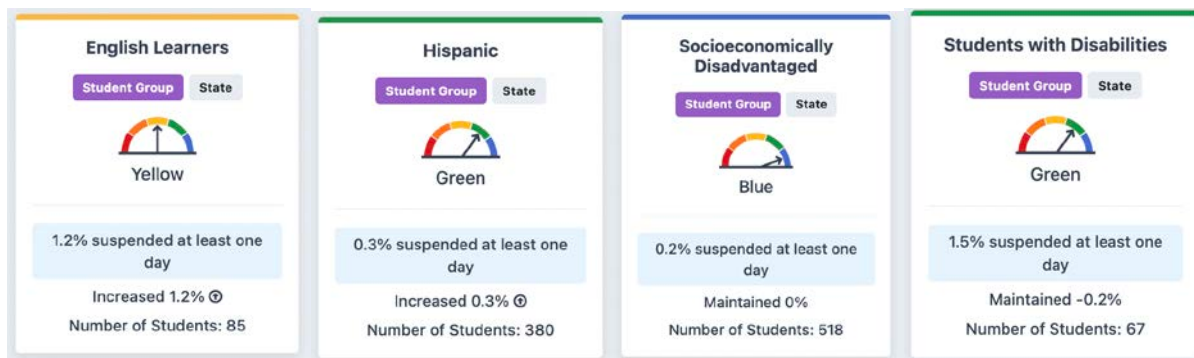


Source: <https://www.caschooldashboard.org/reports/19647330126136/2023#suspension-rate-card>

For the 2023 CA Dashboard Suspension Rate, our overall student population achieved the highest tier rating of Blue, with 0.2% suspended at least one day – **this represents a single student suspension during the 2022/23 school year.** This single student happens to belong to four different student groups: EL, Hispanic/Latino, SED and SWD. Interestingly, this single suspension and single student results in three different color ratings depending on the denominator/total number of students in the group in question:

- One student suspension = 0.2% of 539 total students: Blue
- One EL student suspension = 1.2% of 85 EL students: Yellow
- One Hispanic/Latino student suspension = 0.3% of 380 H/L students: Green
- One SED student suspension = 0.3% of 518 SED students: Blue
- One SWD student suspension = 1.5% of 67 SWD students: Green

These disparities highlight the impact one student can have on the outcome data at a small school.



Source: <https://www.caschooldashboard.org/reports/19647330126136/2023#suspension-rate-card>

Across these overall and student group rates, MSCP's students continuously were suspended at lower rates than the State averages for the same group: 3.7% of EL, 3.5% of Hispanic/Latino students, 4.5% SED and 5.9% SWD were suspended in 2022/23 across the State.

As detailed in our current LCAP, MSCP has successfully established a positive school community via a number of efforts:

#### **Partnership with HighFive and Restorative Practices Initiatives:**

STEM Prep embraces the values of Restorative Practices in order to build community, promote a culture of care, and foster a sense of belonging. This approach empowers our students to close ethnic and gender gaps and serve as role models within the community. When conflict occurs in our community, we hold each other accountable by inviting responsibility, repairing harm, reconciling and reintegrating to maintain positive relationships.

This year in particular, with our organization-wide focus on the Culture of STEM Excellence, a lot of attention and effort was put into creating an environment where students are encouraged to embody the habits and mindsets of a STEM professional.

We partnered with HighFive, an organization that helps schools develop and infuse social-emotional learning, restorative practices and trauma-informed strategies through the creation of sustainable and effective behavior management strategies. Through collaboration, we created our Collective Commitments (S.H.A.R.K.), which is a response to behavior data that we have observed and collected. It stands for Safe, Honest, Accountable, Responsible, and Kind. Since Restorative Practices are always predicated on a base of positive relationships, staff members were trained on intentional relationship building strategies and are observed monthly during priority walkthroughs on indicators that involve Classroom Culture. Compared to years past, there has been a noticeable decrease in behavior incidents across all tiers. When students are not following the set expectations of the classroom, relationships remain the key in redirecting behavior. Teachers rely on restorative practices as the least intrusive and more relationship driven way to correct behavior, and pair it with a consequence that makes sense to harm that was done. During previous PDs, they practiced how to have restorative conversations with students. If needed, administrator support is easily accessible through email or Google Form.

If an incident occurs, students are given ample time to reflect on their behavior through reflection forms, conversations with our Restorative Justice Coordinator or Assistant Principal/s, and accountability projects. If applicable, students enter into a behavior contract that lays out the expected behaviors, as well as incentives for positive behavior. They may also be given other consequences such as writing apology letters or participating in campus beautification. These are all formalized in an “Individualized Restorative Plan”, which is created with administration, student, and parent. We have received good feedback from families saying that the process feels very collaborative and responsive.

(MSCP LCAP, 2024-25, p.12.)

***VERIFIED DATA CONVINCINGLY DEMONSTRATES THAT MSCP HAS ACHIEVED STRONG POST-SECONDARY OUTCOMES***

We now turn to the final component of Criterion 2:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

(5) Verified data, as defined in subdivision (c), shall be considered by the chartering authority for the next two subsequent renewals until January 1, 2026, for a charter school pursuant to this paragraph.<sup>42</sup>

***MSCP Has Very Strong Post-Secondary Outcomes***

MSCP has demonstrated strong proficiency and growth throughout this charter term, as evidenced by the student outcome data discussed above. Since graduating our first class of seniors in 2017, MSCP has consistently demonstrated very strong post-secondary outcomes for our students. We start by noting that 84% of the Class of 2024, and 80% of the Class of 2023, are the first in their families to enroll in 2- or 4-year college. To date, MSCP has had 506 graduates enroll in college, with an estimated 216 additional graduates from the Classes of 2023 and 2024 projected for college enrollment (the National Student Clearinghouse that collects and publishes this data has a bit of a lag time):

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<sup>42</sup> <https://codes.findlaw.com/ca/education-code/edc-sect-47607-2/>. See also LAUSD Charter Policy, p. 36.



	Total # of Graduates from MSCP	% Enrolled in College Since Graduating from MSCP	% Graduated from College with a 2- or 4-year degree	% Persisting in College as of Aug. 2024
Class of 2017	94	82%	29%	7%
Class of 2018	83	78%	20%	12%
Class of 2019	137	77%	15%	28%
Class of 2020	108	77%	3%	38%
Class of 2021	115	75%	n/a	61%
Class of 2022	114	79%	n/a	n/a
Class of 2023	127	94%*	n/a	n/a
Class of 2024	119	90%*	n/a	n/a
<b>Total # MSCP Graduates enrolled in college 2017-2022: 506</b>				
<b>+ estimated 216 2023-24 @ 75% enrolling</b>				

\*Classes of 2023 and 2024 are estimates based on students' plans at graduation. Typically 90% or more of our graduates indicate they plan to attend college or trade school, with 75-82% actually matriculating.

Source: National Student Clearinghouse, data download August 19, 2024  
<https://nscresearchcenter.org/>.

While the CDE does not publish current data on the college-going rates of high school graduates statewide, or across LAUSD, the Public Policy Institute of California, an independent, objective, nonpartisan research group:

just over 62% of the 435,000 students who graduated from high school in spring 2020 enrolled in college within 12 months, down from a recent peak of 67% in 2017–18. Enrollment rates are below average for low-income (54%) and English Learner students (42%). Just over half (55%) of Black and Latino graduates enrolled in college, compared to 68% of white students and 86% of Asian students. Women (nearly 68%) are significantly more likely to enroll than men (57%).<sup>43</sup>

For the class of 2022, the most recent with data available in the Clearinghouse, 53.51% of MSCP alumni enrolled in a 4-year college/university and 25.44% enrolled in a 2-year college the fall immediately after high school graduation – 78.95% compared to the California average of 62%. This ratio is consistent over the years with approximately twice as many of our students enrolling in four-year, Bachelor's granting institutions than the number who elect an Associate's degree program. We also note that each year, approximately 1-2% of our alumni elect to join the military.

As demonstrated by all of the foregoing data, **MSCP has clearly met the requirements of Criterion 2** and warrants a five-year renewal term.

<sup>43</sup> <https://www.ppic.org/publication/college-access-in-california/>

**MSCP ALSO MEETS CRITERION 3 FOR RENEWAL: OUR ENROLLMENT AND DISMISSAL PRACTICES ARE NON-DISCRIMINATORY AND WE DO NOT HAVE ANY SUBSTANTIAL FISCAL OR GOVERNANCE FACTORS**

Pursuant to Education Code § 47607(e), Criterion 3 asks whether the charter school’s enrollment or dismissal practices are discriminatory and whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal.

LAUSD Charter Policy states: “Substantial fiscal factors may include, but are not limited to, issues related to the charter school’s fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Prop. 39 over-allocated space reimbursements, etc).”<sup>44</sup> As noted under Criterion 1, MSCP has received a rating from CSD staff of 3/Proficient for Fiscal Operations for 2023/24 and MSCP’s fiscal position is positive, with a net balance of approximately \$6M.<sup>45</sup>

LAUSD Charter Policy goes on to state, “Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.”<sup>46</sup> Again, as detailed above under Criterion 1, MSCP has received a rating from CSD staff of 4/Accomplished for Governance.

MSCP’s leadership and continuity among staff have been very strong. MSCP is led by our original Founder and current CEO of STEM Prep Schools, Dr. Emilio Pack; Janette Rodriguez-Pack, founding Principal and current Chief Academic Officer; Eric Barlow, founding Managing Director of Operations and current COO; Frances Chanco, founding counselor and current Director of College Counseling; Daniel Moreno, founding teacher and current Director of Schools; and Susana Enriquez, founding operations manager and current HR Manager. The current MSCP Principal, Bernice Avanceña, has served in this role for three years; prior to becoming Principal she was a teacher and then an Assistant Principal at MSCP.

Teacher retention rates in recent years have been a challenge for MSCP, as it has for schools across the nation due to teachers carrying a particularly heavy load during and since the pandemic – this is especially true at MSCP, where are students have few resources and we have high expectations of our teachers. We address this further in the section below on “Challenges,” but note that even with our challenges, teacher retention still has ranged from 60.0 -78.1% from 2018-2024, with an 80.6% return rate for 2024/25.<sup>47</sup>

The final consideration is whether “The charter school is not serving the pupils who wish to attend. Upon a finding that the charter school is not serving the pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47606(d).)”<sup>48</sup>

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<sup>44</sup> LAUSD Charter Policy, p. 37.

<sup>45</sup> CSD 2024 Oversight Report, p. \_\_\_\_.

<sup>46</sup> Ibid.


<sup>47</sup> Internal data.

<sup>48</sup> Ibid, p. 38.

MSCP serves all students, including students who are academically low achieving, SED, ELs, SWD, F/HY, or students with other special needs. As noted above, our enrollment mirrors the District's:

- MSCP (93.5%) has more SED students than LAUSD (86%), more Black students (6.3% MSCP v. 2.9% LAUSD), more AFPI (8.4% v. 2.0%), and
- MSCP has fewer EL students – which is to be expected because MSCP serves grades 9-12, while the LAUSD count includes all grades, TK-12 (16% EL at MSCP and 22.6% at LAUSD)

	<b>MSCP (Grades 9-12)</b>	<b>LAUSD (TK-12)</b>	<b>CA (TK-12)</b>
Total # of Students	539	538,295	5,852,544
% SED	93.5%	82.0%	61.5%
% EL + RFEP	16.0% + 52.7%	21.3% + 24.2%	19.0% + 15.9%
%SWD	12.1%	14.1%	13.1%
% H/FY	0.9%	2.4%	3.7%
%Hispanic/Latino	69.2%	74.2%	56.1%
%Black	6.3%	3.8%	4.7%
% Am. Indian/Alaska Native	2.0%	0.1%	0.4%
%AFPI	8.4%	2.6%	12.1%
%Two+ Races	0.4%	0.6%	4.3%
%White	13.5%	4.8%	20.1%

Source: 

DataQuest, CDE

Moreover, at a time of declining enrollment across the District – 19.2% since MSCP opened in 2013 -- and State – 6.3% since 2013 -- MSCP has been fully enrolled this entire extended charter term with 521-549 students each year, and continues to receive more applications than spaces available with a waiting list for enrollment.

#### MSCP Enrollment<sup>49</sup>

Academic Year	Total
2023-24	534
2022-23	539
2021-22	530
2020-21	528
2019-20	524
2018-19	549
2017-18	541

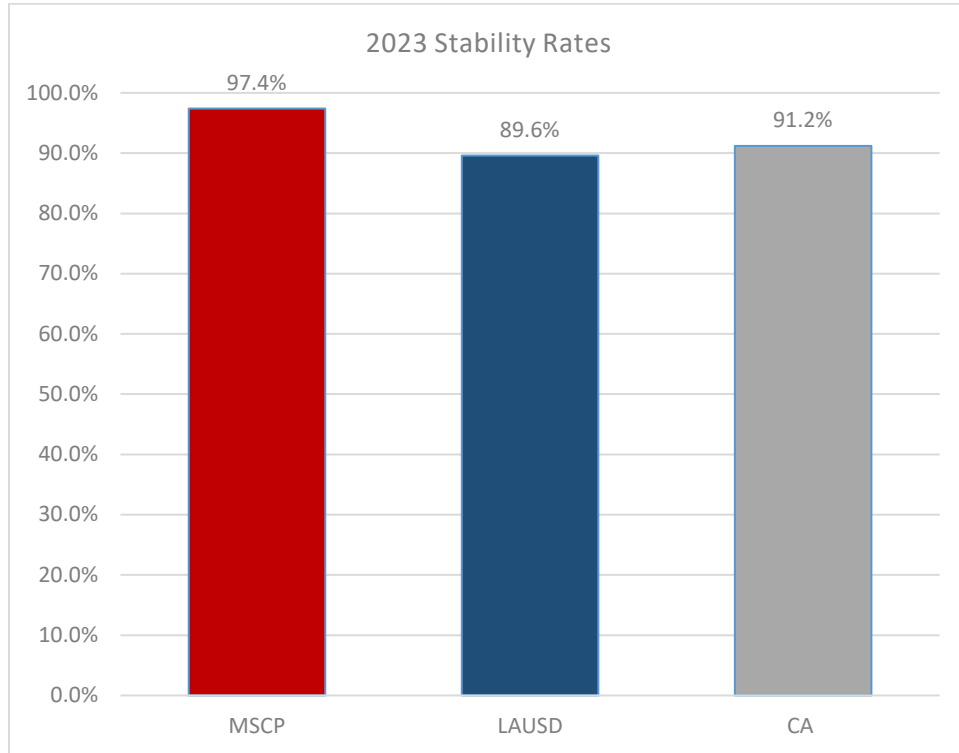
Once students enroll at MSCP, they tend to stay, with our stability rates ranging from 94.2%-97.4% from 2017/18 through 2022/23 (the most recent year publicly available), higher than the LAUSD averages of 87.2-91.9% and State averages of 89.8-92.3% during the same period.

<sup>49</sup>

<https://data1.cde.ca.gov/dataquest/dqcensus/EnrGrdYears.aspx?cds=19647330126136&aqqlevel=school&year=2023-24>

**Stability Rates<sup>50</sup>**

	<b>MSCP</b>	<b>LAUSD</b>	<b>CA</b>
<b>2022-23</b>	97.4%	89.6%	91.2%
<b>2021-22</b>	97.0%	87.2%	89.8%
<b>2020-21</b>	97.9%	91.9%	92.3%
<b>2019-20</b>	94.6%	90.5%	92.0%
<b>2018-19</b>	97.0%	89.4%	91.0%
<b>2017-18</b>	96.2%	89.5%	91.0%



Source:

<https://data1.cde.ca.gov/dataquest/DQCensus/StbStudentReport.aspx?aggllevel=School&cds=19647330126136&year=2022-23>

Local climate surveys showed that 94% of teachers and staff are satisfied with their jobs, that 96% of parents are satisfied with the school, and that 83% of students feel positively connected to the school.<sup>51</sup>

As detailed in Element 7, below, we engage in outreach each year in the surrounding community during our open enrollment period to inform families around the school about our program, in addition to receiving application forms from most of the students who complete 8<sup>th</sup> grade at our sister school, Crown Preparatory Academy. MSCP's engaging, project-based, constructivist model is appealing to many

<sup>50</sup>

<https://data1.cde.ca.gov/dataquest/DQCensus/StbStudentReport.aspx?aggllevel=School&cds=19647330126136&year=2022-23>

<sup>51</sup> Internal data.

families, including students with special needs and who are “hard to serve” – MSCP welcomes these students and is designed to meet their needs.

### **MSCP meets all of the requirements of Criterion 3.**

As demonstrated throughout the preceding pages and thorough data analysis, MSCP presents a sound educational program for our students, and we are achieving measurable increases in academic achievement year over year. Our team is well-qualified with strong capacity to continue implementing the program. We look forward to continuing our partnership with LAUSD for another five-year charter term.

### **SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM**

MSCP provides all students with a premier public high school experience that prepares them to meet the challenges of the 21<sup>st</sup> century. As detailed above, MSCP has achieved significant success in raising the achievement of low-income, minority students and increasing the proficiency of English Learners. Our emphasis on college preparation is reaping results, with 75% of our graduates to date enrolling in college – more than 700+ students – and 67 students earning 2- and 4-year degrees so far. We are confident that as we roll out a dual enrollment program and offer more dual credit classes on the MSCP campus, we will see more students enrolling in and persisting in college. We rely on the best thinking in education today and employ practices that are proven to meet the needs of our diverse learners as they prepare for 21<sup>st</sup> century careers. This includes employing strategies such as constructivism, collaborative learning, culturally-responsive pedagogy, online tools, and differentiated learning to ensure each of our students graduates from high school ready for the rigors of college and meaningful careers.

### **SUCCESS OF THE SCHOOL’S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION**

As detailed extensively above, MSCP already has met the specific needs of our student population quite successfully, as recognized by the CDE – 2024 CA Distinguished School – and other accolades cited above, along with our metrics on the 2023 CA School Dashboard report and other data detailed above. On virtually every metric, our students are realizing stronger outcomes than their peers across LAUSD and the State and closing the achievement gap.

We have met our students’ needs by exposing them to a rigorous, standards-aligned curriculum in each class and using instructional pedagogy that requires students to use their critical thinking skills in order to solve complex problems or answer an essential question. Each content teacher uses the California College and Career Readiness Anchor Standards, along with the California Common Core State Standards (CCSS), NextGen Science Standards (NGSS), and other content standards and Frameworks to develop aligned learning targets for each course. Teachers then use and create resources that match these learning targets and that are at varying DOK levels in order to expose our students to higher levels of instruction. These and other practices detailed throughout Element 1 help our students to continually grow and develop their cognitive abilities, while preparing them for the rigors and challenges of college. We are confident that our students – most of whom will be the first in their families to attend college – will graduate from MSCP ready to enroll in, and complete four-year degrees at rigorous colleges and universities, and change the trajectory of their families and communities.

## **AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED**

During this extended charter term, aside from the obvious challenges inherent in the global COVID-19 pandemic and the upheaval that entailed for our entire school community, additional challenges and resolution steps have included:

### ***TEACHER RECRUITMENT AND RETENTION***

We seek only to hire the strongest educators, and at times, finding high quality teachers has been a challenge for MSCP, as it has been for schools across the state and nation as we face a teacher shortage. “According to the California Department of Education, there were more than 10,000 teacher vacancies during the 2021-22 school year, particularly concentrated in rural communities, communities of color and low-income communities, as well as a 16% reduction in new teacher credentials, the first decline in nearly a decade. A recent nationwide survey found that 1 in 3 teachers say they are likely to quit in the next two years.”<sup>52</sup>

In 2021, STEM Prep began a robust “New Teacher Pipeline” that supports Instructional Aides and other classified staff in their journey to earning a teaching credential. By investing in our own non-teaching employees to obtain degrees and credentials, STEM Prep is set on filling teaching roles with role models from the community. STEM Prep has established partnerships with Rivet School and San Jose State University to support staff in earning their Bachelor’s degrees before starting a credential program. Rivet School is designed to be self-paced for those that prefer an atypical schedule, which has really supported our staff who are working parents, whereas San Jose State University, while still online, holds regularly scheduled classes for candidates that need more structure. To date, 30 staff across STEM Prep’s three schools have opted into this program: two have completed their B.A.’s and 16 staff members have earned a teaching credential. STEM Prep is covering the full cost of this program – up to \$14,000 per candidate, with an average to date of approximately \$8,500 (all supported by private philanthropy).

Then, moving on from the Bachelor’s degree into a credential program is a smooth process for our employees as we offer three different credential program options:

- The Marshall Teacher Residency from Summit Public Schools provides a residency pathway, where candidates are eased into the classroom throughout the school year, a little bit at a time with support, doing student teaching during the second semester.
- The Loyola Marymount Internship is for exceptionally qualified candidates, who are ready to teach while simultaneously taking courses towards their teaching credential. These “interns” are the teacher on record for the full school year and are paid as a full-time teacher.
- We also recently partnered with two other charter management organizations to create our own customized residency model, Advance Teacher Residency Los Angeles, which is more reflective of and responsive to the needs of our diverse staff members.

STEM Prep pays the full tuition amount after all Free Application for Federal Student Aid (FAFSA) and Golden State Teacher Grant funds have been applied (requirement for tuition payment). An additional benefit of these programs for STEM Prep Schools is that each program also helps expose teacher

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<sup>52</sup> <https://edsources.org/2023/want-to-solve-the-teacher-shortage-start-with-increasing-salaries/701802>

candidates to MSCP and our sister schools, with candidates completing residencies and internships at our schools.

STEM Prep is investing in these partnerships and programs because there is a clear need for a strong pipeline of high-quality teachers for our schools, and the community we serve. We are firm believers in investing in the people currently working in our classified positions, many of whom live in the community we serve and share backgrounds and lived experiences with our students. This investment breaks down barriers to earning a teaching credential for those staff members who we believe are ideal future teachers for our students.

In 2022-2023, STEM Prep established “STEM Prep Pride” as an organizational priority to help strengthen teacher retention. We recognize that if we want to disrupt the status quo for minorities by getting them into the fields of STEM, we have to attract and retain individuals as teachers who embrace our mission and vision and find passion and joy in the work that goes into accomplishing this lofty goal. In order to retain these individuals, STEM Prep has to honor and recognize our educators’ commitment and sacrifices, support them in finding harmony between life and work, and strive to make STEM Prep the most desirable place to work.

As part of this priority, we implemented a variety of financial incentives for our staff members, such as a 6% raise for all teachers and staff, travel stipends for our employees with long commutes due to the increasingly high cost of living in urban Los Angeles, and capping out of pocket health benefit costs for our staff. We implemented new, more inclusive leave policies that included bereavement for loss or termination of a pregnancy and created a six-week sabbatical program for employees that have been with us for eight or more years. We invested more money in Bachelor’s degrees and credential programs for our up-and-coming staff, and we adjusted teacher workloads through reducing meetings or shifting meetings to a virtual setting in order for us to be more focused on mission critical initiatives.

Thanks to these efforts, we were able to increase teacher retention across all three school sites from the 2022-2023 school year to the 2023-2024 school year by more than 6%. For 2024-25, we are pleased that 80.6% of our teachers returned this year. We are looking forward to seeing those teacher retention numbers continue to grow as we continue the work that we have done with STEM Prep Pride as well as our New Teacher Pipeline.

### ***STUDENT MENTAL HEALTH***

Since the onset of the pandemic in March 2020, MSCP has experienced an increased need to address the mental health and social emotional needs of our students. Much like the rest of the nation, we have seen the rise in this area due to the increased trauma and hardships students from our community experienced during the pandemic. In response, we have added a shared school psychologist who is onsite 2 and a half days per week and a full-time onsite DIS counselor to support our students with and without disabilities experiencing mental health crises. We have also increased partnerships with mental health agencies and have two Marriage and Family Therapy (MFT) intern counselors assigned to MSCP through Partnership to Uplift Communities (PUC). Community agencies such as Stars Behavior Health Group provide ongoing counseling for students in need of more intensive support. Finally, we have beefed up our Tier 1 supports in our Multi-Tiered System of Supports (MTSS) model for all students through ensuring all of our classrooms and all spaces on our campus are aligned to restorative approaches. Teachers and staff are trained in restorative practices, including how to facilitate circles,

ways to check-in with students, and how to create inclusive and welcoming environments and de-escalate tensions when they arise.

### ***ALUMNI PURSUING STEM FIELDS***

From MSCP's Class of 2024, 100% of our students were admitted to a four-year college or university, and 68% were accepted with a declared STEM major. We are proud of these high percentages and we would like to see that number continue to increase year over year as it aligns to our vision at MSCP and STEM Prep.

We are doing a number of things to prepare our students for these majors, including exposure to STEM careers through internships and mentorships within the industry, STEM-based extracurriculars; and STEM fairs. In addition, we offer three Project Lead the Way pathways for students to "major" in throughout their career at MSCP: Bio Medicine, Engineering, and Computer Science (see below for comprehensive details about these courses). Students take multiple courses within the series and graduate with a certificate of completion. Finally, all students are exposed to STEM thinking and STEM skills through our inquiry-based instructional model. Teachers use the constructivist approach to teaching to ensure students can problem solve through experimentation and research, instead of an abundance of direct instruction.

While we have had significant successes in preparing our students for STEM, we plan to improve upon the post-secondary STEM successes of our students. This includes increasing STEM identities and confidences in our students so they can see themselves as future STEM professionals and persevere through any challenges they may face along the journey. MSCP will build STEM identities in our students through inviting STEM professionals who are people of color to speak to our students and ensuring the classroom environments showcase diversity in STEM. We will also increase the use of growth mindset language that encourages confidence in STEM. Examples include referring to students as Engineers or Scientists and reminding students that it is okay to make mistakes and challenge themselves.

## **STUDENT POPULATION TO BE SERVED**

### **TARGET POPULATION**

MSCP serves students in the 9th through 12th grades, primarily residing in the West Adams area of Los Angeles. In 2023-24, 90.4% of MSCP's students are classified as socioeconomically disadvantaged; 70.0% are Hispanic/Latino, 12.0% White, 7.7% Asian/Filipino/Pacific Islander, 8.1% African American, 1.9% American Indian, and 0.4% Two or More Races; 15.2% of students are English Learners (EL) with another 52.1% Reclassified Fluent-English Proficient (RFEP); 12.4% are Students with Disabilities (SWD), and .6% are Homeless and Foster Youth.<sup>53</sup> More than 75% of our students each of the past several years has indicated that they do not speak English at home; the predominant language is Spanish but a few families speak other languages such as Korean and Amharic. Like multi-lingual learners across the

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<sup>53</sup> <https://data1.cde.ca.gov/dataquest/SearchName.asp?rbTimeFrame=oneyear&rYear=2023-24&cName=math+and+science&Topic=Enrollment&Level=School&submit1=Submit>



nation, our students often are relied upon to assist their parents and younger siblings in translation and function in an adult role as they help their families communicate.

We know our students face significant challenges outside of school: significant poverty, gang involvement/gang activity in their neighborhoods, drug and alcohol use, teen pregnancy and more.<sup>54</sup> During the pandemic, we provided hotspots to approximately 50 students who had no internet access at home, along with 1:1 Chromebooks. Families could pick up three meals a day during the lockdown; we now feed all of our students on campus three meals per day (breakfast, lunch and dinner) free of charge (which exceeds the requirement in Education Code Section 49501.5 of two meals per day). Our small school setting is a welcome alternative for our families who seek a more personalized environment for their children.

### **ENROLLMENT PLAN**

MSCP currently is fully enrolled with approximately 206 students on our wait list for enrollment for 2024/25. We do not anticipate any changes to our enrollment over the charter term, unchanged from our current charter and aligned to both our staffing models and facility capacity:

General Education Program	2025-26	2026-27	2027-28	2028-29	2029-30
9 <sup>th</sup> grade	133	133	133	133	133
10 <sup>th</sup> grade	133	133	133	133	133
11 <sup>th</sup> grade	133	133	133	133	133
12 <sup>th</sup> grade	133	133	133	133	133
Total	532	532	532	532	532

## **GOALS AND PHILOSOPHY**

### **MISSION AND VISION**

The mission of Math and Science College Prep (MSCP) is

...to operate a small, high performing school, in the Jefferson Park area of Los Angeles  
...and develop 9 – 12th grade scholars into successful college graduates and professionals,  
...through equal access and inspiration, rigorous curriculum, and a commitment to our core Values.

The vision of MSCP is to create a 9<sup>th</sup> grade through college pipeline of individuals who will transform their community by closing the socio-economic, ethnic, and gender gaps in STEM fields, and serving as role models who exhibit scholarliness, advocacy, perseverance, and kindness.

MSCP's Core Values are:

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<sup>54</sup> This statement is intended as a generalized statement of lived experience and anecdotal knowledge.

We are a family.

We build our legacy by caring for, learning from, and supporting each other.

We are agents of change.

We disrupt the status quo by being daring, reflective, resourceful and resilient.

We are STEM thinkers.

We solve problems through collaboration, innovation, passion, and perseverance.

### **AN “EDUCATED PERSON” IN THE 21ST CENTURY**

An educated person in the 21st century must possess a diverse set of characteristics and skills in order to function in an increasingly global society. An educated person requires advanced levels of literacy and mathematical skills to successfully navigate both their personal and professional lives. They require strong critical thinking skills to evaluate and synthesize the abundance of available information. Adolescents entering the adult world in the 21st century require a firm grasp of technology through regular exposure and access to computers and technological tools. As societies become increasingly more interdependent across cultures and languages, bilingualism and bi-literacy will prepare educated citizens to function in a global economy. The educated person must possess a strong command of the emotional intelligences, or the ability to understand and regulate the emotions of themselves and others, in order to communicate effectively, work well in teams with people of diverse backgrounds, and collectively solve problems. Ultimately, an educated person in the 21st century must possess the capacity to draw upon their educational and experiential background to make decisions that positively impact themselves and the world around them.

Gleaning insight from the research performed by Partnership for 21st Century Skills (<http://www.p21.org>), we believe an educated person in the 21st century should demonstrate:

- Competency in all core academic content areas;
- Media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize and analyze a variety of information);
- Excellent communication and higher order, critical thinking skills;
- Initiative and self-direction in guiding his or her own life-long learning;
- A commitment to integrity, social responsibility and an understanding of the context of the world in which he or she lives; and
- Strong leadership skills and team-building capacity.

As the economy continues to transition from manufacturing to service, students graduating high school need to be educated for an uncertain future. A recent article (Thompson, 2015) looks at the shifting landscape in the labor force toward increased automation, indicating, “some economists and technologists have warned that the economy is near a tipping point. When they peer deeply into labor-market data...they see automation high and low—robots in the operating room and behind the fast-food counter. They imagine self-driving cars snaking through the streets and Amazon drones dotting the sky, replacing millions of drivers, warehouse stockers, and retail workers. . . . And they wonder: *Is any job truly safe?*”

While the economy and workforce needs have clearly changed, many have commented on the failings of our educational system to address these changes. Former Harvard president Lawrence Summers (2012)

noted “education changes remarkably little over time...Students are evaluated on the basis of examination essays...and relatively short research papers. Instructors are organized into departments, most of which bear the same names they did when the grandparents of today’s students” were growing up. The skills and to a lesser extent, content, taught in these classes has undergone a revolution, while their delivery remains situated in the 20<sup>th</sup> century.”

At MSCP, we define “21<sup>st</sup> century skills,” as an array of skills including but not limited to the following:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety
- Systems thinking, environmental and conservation literacy, ecosystems understanding
- Civic, ethical, and social justice literacy

MSCP has moved toward emphasizing “what students can do with knowledge, rather than what units of knowledge they have,” the essence of 21<sup>st</sup> century skills (Silva, 2008, p. 630). Schools must prepare students to adapt in order to succeed in college and careers. Critical thinking and collaboration coexist alongside project management. Learning how realities interact represents real understanding (Cajete, 1994). Educators must prepare students for a world in which they can solve problems, think critically, and work collaboratively, as well as deal with rapidly changing information and technologies. Soft skills receive greater attention in the Common Core State Standards (“CCSS”), including a higher level of collaboration and critical thinking. Positioning students to take advantage of new – and currently indefinable – opportunities lies at the heart of MSCP’s mission.

At MSCP, sustainability permeates 21<sup>st</sup> century learning. Students today must think creatively and understand the biological, social, economic, and physical systems in place that create problems, and be prepared to develop potential solutions. As the world becomes flatter, hotter, more crowded, and more interconnected, an educated person in the 21<sup>st</sup> century needs to have a multicultural perspective in order to work with others. (Friedman, 2008.) MSCP aims to provide the tools, the skills, and the foundation for students to address the three-legged stool of sustainability – economic sustainability, social equity, and environmental sustainability.

### **HOW LEARNING BEST OCCURS**

In 2001, Darling-Hammond Austin, Orcutt, and Rosso wrote:

Contemporary learning theory recognizes the role that both experience and reflection play in the development of ideas and skills. Researchers and practitioners appreciate that reinforcement and practice play a role in the development of skills, and so do cognitive intent, effort, and reasoning. They acknowledge the importance of developmental stages; they also

recognize that development can also be encouraged through social interaction and the structuring of experiences within the learners' zone of proximal development or readiness sphere. Modern learning theories incorporate the role of culture and other influences on experience in views of how people construct their understandings and develop their abilities. Contemporary theories also recognize that the content matters – the nature of the disciplines has much to do with how they are learned and best taught.... There is greater appreciation of the fact that different strategies are useful for different kinds of learning. It is most productive to think of these issues in terms of what kind of learning is sought in what contexts and then deliberate about what strategies may be most appropriate for those goals" (p. 9).

Since Darling-Hammond et al, schools across California and the nation have further developed these learning theories and strategies – including, but not limited to constructivism, collaborative learning, scaffolding and the Zone of Proximal Development, culturally-responsive pedagogy, evolving content standards (e.g., the CCSS and NextGen Science Standards) and differentiated learning – to best meet the needs of diverse learners as they prepare for 21<sup>st</sup> century careers. Additionally, technological developments have altered how and what schools teach.

We adopt a range of approaches to best teach students. As an institution, MSCP understands that people learn through doing. Hands-on, minds-on activities provide the experience upon which people build their understanding. Memorization of content knowledge without practical experience does not serve learners well in their attempt to develop understanding. Learners must be given the tools (and shown how to use them) in order to complete the journey from novice to expert. Hands-on, minds-on opportunities enable learners to scaffold content knowledge on a framework of personal and relevant experiences.

Bransford et al (2000) define student-centered classrooms as “environments that pay careful attention to knowledge, skills, attitudes, and beliefs that learners bring to the educational setting. This term includes teaching practices that have been called ‘culturally responsive,’ ‘culturally appropriate,’ ‘culturally compatible,’ and ‘culturally relevant’” (p.133-4). Culturally responsive classrooms that address student preconceptions put learners at the forefront, causing a move away from transmissionist, teacher directed environments. The implications for teachers are that they must be “aware that learners construct their own meanings, beginning with the beliefs, understandings, and cultural practices they bring to the classroom” (Bransford et al, 2000, p.136). Several researchers (Noon & Cole, 2009; Banks et al, 2007; Solano-Flores, 2008; LCHC, 2010; Spencer, 2008) share this sentiment, discussing the socio-cultural milieu in which education – formal and informal – takes place. In the English department at MSCP, teachers have selected texts that reflect a range of cultural backgrounds. Through exposure to a works with varied cultural influences, students have a greater likelihood of connecting with the text and constructing knowledge.

Due to the external influences, each learner enters the classroom with a different set of preconceptions. Just as no two learners come to learn with the same set of experiences (Rushton et al, 2003), not all students construct knowledge in the same fashion. As Taylor (2006) points out, “many well-meaning instructors introduce new material to adult learners in ways that echo a professional literature review. They start with the Big Picture, situating the material in the broader field in which they are expert, and then narrow to particulars. They point out connections to previous course content as well as look forward to what will follow. Rather than focus on what the learner understands, they focus on what they themselves understand, presuming that is where the learner is also headed” (p. 73). Unearthing teachers' preconceptions, and helping them make their thinking visible, plays an integral role in the

learning process. Teachers must build a framework and scaffold information and knowledge with students, not for themselves, focusing on what the learner understands and where they are in the process of making meaning. Bransford et al (2000) posit, "Learner-centered teachers also respect the language practices of their students because they provide a basis for further learning" (p.135). Nocon and Cole (2009) take a similar approach, arguing for teachers to treat this diversity of language skills as an asset, not a deficit. Teachers at MSCP continually work on their craft, moving toward learner-centered classrooms. Small learning groups, department meetings and the Instructional Committee all strive to support best practices in teaching and learning.

Lemke (1990) proposes that students need to ask questions as a way of engaging in the process of meaning making. Lemke's (1990) concept of cross-discussion is essential to both student engagement and the social construction of knowledge. "Cross-discussion is dialogue directly between students, with the teacher playing only a moderating role, or perhaps having equal standing with the students" (p.55). This is a vital component of classrooms where students work to build meaning collaboratively, representing the quintessential student-centered classroom. Lemke (1990) goes on to say, "Students learn a great deal from one another in the classroom. They mediate and translate for one another when the teacher's language is unfamiliar. They support and facilitate each other's learning in countless ways. Learning is not an essentially individual process in the classroom (or anywhere else . . .). Learning is essentially social" (p.78). MSCP's foray into Socratic Seminar and Shared Inquiry reflect this progression toward student-driven dialogue. Teachers set up lessons and classrooms to encourage this movement. Additionally, the Charter School has invested in classroom furniture that creates an inviting environment and supports group discussion and whole class, student-centered discourse.

Another educational approach at MSCP includes organizing units around unifying topics, which requires students to engage various regions of their brains. "Meaningful and relevant integrated thematic units create opportunities to discuss, write, and talk" (Rushton et al, 2003, p.14). Furthermore, "many experiential learning activities that include reflection on learning as a process . . . are likely to invoke adaptive pathways of the brain" (Taylor, 2006, p.78). When setting up the learning environment, teachers must consider open-ended questions that promote student discussion and social construction of knowledge. These scenarios "have many possible solutions, and are far more likely to occur in the real world" (Taylor, 2006, p.78). By including real-world examples and connections, students can scaffold their new knowledge on the framework they have constructed. The examples and content become meaningful and contextualized. According to Taylor (2006), "the brain's approach to processing new data is to search for some experiential connection. If . . . learners are not given the opportunity to create such an experience or encouraged to find existing connections that they can build on, they may revert to treating the material as something to be memorized, rather than understood" (p.74). Connecting content to the real world helps "foster brain-based, developmentally appropriate learning environment" (Rushton et al, 2003, p.21), which can be achieved via experiences that involve "real life, 'hands-on,' thematically based activities that [are] oriented to solving problems" (p.21). Brain-based evidence strengthens the link between holistic, integrated approaches and curricular development. The context in which lessons are presented plays a significant role in a learner's conceptual development (Taylor, 2006). MSCP's teachers employ central themes in order to create a common language for students and develop a conceptual framework through which they can scaffold information. Data collected by the program (standardized test scores, benchmark assessments and more) help educators track performance and make refinements.

Real world examples provide context, which plays an integral role in education. Learning content *a priori*, without any connection, understanding, or reference to a framework nullifies the impact of

having assimilated the knowledge. It is imperative that teachers facilitate this scaffolding by placing content in context and then helping students make sense of the information through deliberate reflection and metacognition. Lemke (1990) claims that “Successful students [learn] though the *use* (author’s emphasis) of terms and principles in context” (p. 24). Lemke (1990) states that teachers must prepare a context for learning before engaging in the curriculum. “Learning is influenced in fundamental ways by the context in which it takes place. A community-centered approach requires the development of norms for the classroom and school, as well as connections to the outside world, that support core learning values” (Bransford et al, 2000, p. 25). In this situation, Bransford et al (2000) show the importance of context and application to real world scenarios. To this end, MSCP has engaged in experiential education linked to the curriculum. Working with community partners, organizations, and individuals, teachers at MSCP provide their students with exposure to guest speakers, as well as field trip opportunities that supplement traditional curricular experiences and offer career and real-world connections to what is learned in the classroom.

Rushton et al (2003) discuss the need to “focus on the invisible processes and verbalize how and what we are thinking as we teach . . . making explicit the process” (2003, p.15). In doing so, they go beyond providing context and into the realm of metacognition. Bransford et al (2000) tie together the concepts of contextualization and metacognition. “Knowledge-centered environments intersect with learner-centered environments when instruction begins with a concern for students’ initial preconceptions about the subject matter....and include an emphasis on sense-making – on helping students become metacognitive by expecting new information to make sense and asking for clarification when it doesn’t” (p.136-7). In this view, teachers have two complimentary goals. Addressing preconceptions allows them to determine the context of misconceptions, while engaging in metacognitive reflection.

Knowledge is socially constructed across a range of ages and disciplines. Regardless of “the age... or the content...the same constructivist, brain-research principles, and Conditions of Learning, when applied, help foster a creative learning environment for students to develop their knowledge and grow as independent problem-solvers” (Rushton et al, 2003, p.12). Students young and old work to build meaning through collaborative efforts. Lastly, Bransford et al (2000) suggest that attention be given to “what is taught (information, subject matter) [and] why it is taught (understanding)” (p.24). Twenty-first century learning environments must be learner-centered so as to reflect the current research in the field of education and include experiential learning, real-world problems, thematic units of study, contextualized knowledge, and metacognition.

Both Banks et al (2007) and Bransford et al (2000) discuss in depth the impact of students’ time outside the classroom on the knowledge base they bring to the school setting. As laid out in Bransford et al’s first key finding, students enter school with “preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information” (2000, p. 14-5). Helping students arrive at a place where they have deep content knowledge remains a primary challenge. However, Bransford et al (2000) suggest that students must “understand facts and ideas in the context of a conceptual framework” (p.16). Teachers employ explanatory models (i.e. conceptual frameworks) to assist students with their understanding of content. For instance, the social justice framework has become increasingly prevalent at MSCP, as has sustainability. These complimentary approaches to understanding systems and issues have come to permeate a range of courses and provide a lens through which students can comprehend the material being taught.

The next frontier in learning theory deals with a deeper understanding of the way in which the brain changes as learning takes place. According to Rushton et al (2003) and Taylor (2006) brain based

research dovetails well with constructivist approaches to teaching. Taylor (2006) points out that “Rather than focus on what the learner understands, [well-meaning instructors] focus on what they themselves understand, presuming that is where the learner is also headed” (p. 73). Rushton et al (2003) assert that “Interactive classrooms reflect a shift in teaching paradigms from [a] teacher-directed traditional classroom to student-oriented, problem-solving learning environments that espouse a constructivist, brain research-based approach to learning” (p. 13). In support of the latter, Rushton et al (2003) cite research, which found that “an enriched learning environment” increases neuronal growth. If further research supports this connection between social-construction of knowledge, then the implications for education are vast. Wolf’s (2007) search for hints of the brain’s reorganization in light of written language development may help provide a richer understanding of how extant connections in neurons arose in modern *Homo sapiens*’ brain. By engaging all aspects of language, Project Based Learning (“PBL”) accesses a variety of learning styles, visual and auditory cues, and stimuli, all of which support increased neural growth. A number of teachers have started implementing PBL in their courses as they work to find ways of connecting content and learners in a student-centered approach.

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

MSCP aims to empower all students to reach their highest potential and become self-motivated, competent, lifelong learners. In order to achieve this, MSCP recognizes that secondary students in particular require autonomy, mastery, and a sense of purpose.<sup>55</sup> MSCP’s emphasis on an engaging, interdisciplinary, real-world curriculum and active learning allows students to believe that they can achieve and experience the intrinsic satisfaction that comes with true mastery. Students approach learning with authentic motivation when they are provided multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities and desire to serve others.

MSCP’s instructional program teaches students to learn how to learn as they actively participate in their own learning, appreciating its relevance not only in their daily lives but also the world around them. Students demonstrate a desire to continuously improve their skills, knowledge, and selves with their teammates and colleagues, thereby developing a lifelong ability to continue to learn and innate commitment to acting responsibly toward others.

Teachers at MSCP deliver rigorous instruction and high expectations through a “backwards design” model. The idea in backward design is to teach toward the “end point” or learning goals, which typically ensures that content remains focused and organized.<sup>56</sup> As teachers review student achievement data, they provide ample support to help students become competent learners. Support may include, after-school tutoring, in class review through practice stations, whole class re-teaching, or small group instruction. The use of formative assessment data plays a vital role in providing feedback to students and helping further their learning. “New technologies provide opportunities to increase feedback by allowing students, teachers, and content experts to interact both synchronously and asynchronously.”<sup>57</sup> Tools like TurnItIn.com allow teachers at MSCP to provide feedback to students that can help them to

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<sup>55</sup> Pink, D. H. (2011). *Drive: The surprising truth about what motivates us*. Canongate Press. Chicago (notes-bibliography), 17th ed.

<sup>56</sup> Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Pearson.

<sup>57</sup> How People Learn: Brain, Mind, Experience, and School: Expanded Edition  
National Academies of Sciences, Engineering, and Medicine. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/9853>.

improve their writing and research skills. Feedback enables students to become self-motivated learners, responsible for their own actions and their own learning. The shorter the loop, the more quickly students can rectify mistakes and demonstrate mastery.

Equipped with a better understanding of how people learn and current learning theory, educators at MSCP are able to create effective lessons, units and projects. Ongoing professional development on topics including constructivism, formative assessment, and text analysis provide teachers with tools to enable students to become lifelong learners and effective self-advocates with a high degree of agency. Skills like metacognition are increasingly important. Merely educating students in content knowledge without the skills of how to apply facts to novel situations will invariably set them up for failure. Learning how to deal with failure, and the lessons it instills, are invaluable experiences.<sup>58</sup> Resilience, alternatively referred to as “grit” in a number of outlets, may be the greatest 21<sup>st</sup> century skill.

### **THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(C)(5)(A)(II)**

Math and Science College Preparatory will pursue schoolwide and student group outcome goals each year, aligned to the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the Common Core) and reflect proficiency metrics included in the CA School Dashboard reports, as well as state priorities detailed in California Education Code § 52060(d).

The following chart summarizes the school’s goals as of this renewal petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d).

We note that as required under the California Education Code, MSCP’s stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds, with specific goals set for a period of three years, as required by state law, and annual updates provided. The following is intended to be illustrative of the goals and actions MSCP anticipates at this point in time for the new charter term, with our actual goals, actions, and outcomes to be included in the LCAP.

<b>LCFF STATE PRIORITIES</b>	
<b>GOAL #1</b>	
Foster a culture of STEM excellence and ensure a safe, inclusive, and connected school community that promotes student engagement and learning.	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
<b>Specific Annual Actions to Achieve Goal</b>	

<sup>58</sup> Needham BL, Crosnoe R, Muller C. Academic Failure in Secondary School: The Inter-Related Role of Health Problems and Educational Context. Soc Probl. 2004;51(4):569-586. doi: 10.1525/sp.2004.51.4.569. PMID: 20354573; PMCID: PMC2846654.CC



1. **Effective Operations Management:** The investments required to maintain warm and effective school operations, including our School Operations Manager, 2 Office Assistants, a campus aide, school copier expenses, and office supplies. This action provides a foundation of communication and efficiency for our other school initiatives.
2. **Safe and Compliant Facility:** We will continue investments to maintain a safe and compliant facility, including our four custodians, our Facilities Manager, Assistant Facilities Manager, security expenses, custodial supplies, rent, utilities, pest control, landscaping, fire safety, and needed repairs
3. **Multi-Tiered System of Supports (MTSS) for Student Engagement and School Culture:** This action invests in the staffing and some supplies to support our MTSS program, including investments in our Restorative Justice Coordinator, Site Coordinator, counselors, and campus aides as well as athletics equipment for students to support the sports program, all of which support school culture. Additionally, this action funds CMO support from our Director of Counseling. These roles provide social-emotional support, lead interventions, and function as positive role models for our students as we continue to support a culture of STEM excellence.
4. **CMO-Level Support for Student Engagement and School Culture:** This action invests in support from the CMO to promote student attendance and engagement in school by funding our Network Operations Manager, our Director of Data and Accountability, and our nurse.

#### Expected Annual Measurable Outcomes

##### **Outcome #1: School Attendance Rate**

**Metric/Method for Measuring:** P2 School-Wide Attendance Report (only reported school-wide)

Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	91.5%	93%	94%	95%	95%	95%

##### **Outcome #2: Chronic Absenteeism Rate**

**Metric/Method for Measuring:** CA School Dashboard

Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	27.4%	25%	24%	23%	22%	21%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	26.8%	25%	24%	23%	22%	21%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	30.1%	29%	28%	27%	26%	25%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

##### **Outcome #3: Student Suspension Rate**

**Metric/Method for Measuring:** CA School Dashboard

Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0.2%	1%	1%	1%	1%	1%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0.2%	1%	1%	1%	1%	1%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0.3%	1%	1%	1%	1%	1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #4: Student Expulsion Rate</b>						
<b>Metric/Method for Measuring:</b> Internal Data (only reported school-wide)						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
<b>GOAL #2</b>						
Provide all students with highly effective teachers and rigorous standards-aligned curriculum and instructional materials that equip them to become successful college graduates and professionals.				Related State Priorities:		
				<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
<b>Specific Annual Actions to Achieve Goal</b>						
<div>1. Standards-Aligned Instructional Materials: This investment ensures all students have access to high-quality, current resources that directly align with academic standards, fostering a well-rounded and effective learning environment. This includes curriculum expenses, online learning platforms, formative assessments, intervention software, and other standards-aligned instructional materials to support student success.</div> <div>2. High-Quality Teachers and School Leadership: Our investments prioritize fostering a talented and dedicated faculty. This encompasses expenses related to attracting and retaining qualified educators through competitive salaries, hiring costs, and recruitment initiatives. Additionally, funding supports effective classroom instruction and a positive learning environment by providing substitute coverage for absences and allocating resources for core content area and elective teachers and the school principal.</div> <div>3. Special Education Program Expenses in this action ensure that effective staffing, services, assessment, and reporting is in place for our students with disabilities. This includes RSP teachers, DIS counselors, school psychologist, a SPED assistant, and support from the CMO-level Director of Special Education.</div> <div>4. CMO-Level Talent Support We invest in support from the CMO Director of Talent and Development to recruit and retain staff who are well-qualified to teach our student population, centering the needs of our low-income students, foster youth and English Learners.</div> <div>5. Project Lead the Way (PLTW): PLTW curriculum and expenses, including professional development, as well as leadership from the PLTW Coordinator and Director of STEM at the CMO level to ensure the successful implementation of the PLTW curriculum. This effort is key to disrupting the status quo in STEM and getting more people of color into STEM professions, part of the vision of MSCP, and is an effort specifically targeted to support our low-income</div>						

students, English Learners, and foster youth, who may both face and perceive additional barriers to entering these fields.						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Teachers Appropriately Assigned/Fully Credentialed						
<b>Metric/Method for Measuring:</b> LAUSD Oversight Report (school-wide only)						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	Met	Met	Met	Met	Met	Met
<b>Outcome #2:</b> Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home						
<b>Metric/Method for Measuring:</b> CA School Dashboard (school-wide only)						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
<b>Outcome #3:</b> Implementation of California academic content and performance standards						
<b>Metric/Method for Measuring:</b> CA School Dashboard (school-wide only)						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	5	5	5	5	5	5
<b>Outcome #4:</b> % of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD						
<b>Metric/Method for Measuring:</b> Internal Data						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
English Learner Students	100%	100%	100%	100%	100%	100%
<b>GOAL #3</b>						
Accelerate academic achievement and growth for all students in English, math, and science and for multilingual learners in English Language Development.				Related State Priorities:		
				<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities:		
				<input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ol style="list-style-type: none"> <li>1. Differentiated Instructional Supports: Investment in this area ensures academic success for all students, with a particular focus on low-income students and English Learners. This includes resources like targeted instructional and intervention materials, student workbooks and supplies, and culturally diverse books. These investments allow teachers to tailor instruction to individual needs and learning styles, promoting an equitable and inclusive learning environment where all students can thrive.</li> <li>2. Professional Development: This includes investments in external professional development, coaching, and professional development support from CMO staff, including the Induction and Residency Coordinator. The focus of all professional development is supporting actions that will lead to strong academic achievement for all students, with specific emphasis on meeting the needs of low-income students and English Learners.</li> <li>3. Instructional Leadership and Support Staffing: We invest in additional staffing positions (both leadership and direct services) to ensure the academic needs of our low-income students, foster youth, and English Learners are met in every classroom. This includes the work of our assistant principals and our instructional and campus aides, along with teacher stipends for</li> </ol>						

<p>additional work to support student success, as well as CMO-level support from the Chief Academic Officer, History Department Lead, Director of Humanities, and Principal Coach.</p> <p>4. ELD Program We invest in the growth and success of our English Learners, including our Long-Term English Learners (LTEs) by ensuring professional development for staff in integrated and designated ELD and getting CMO-level support from the Director of ELD and our Director of RDEI.</p> <p>5. Academic Technology: Our "Academic Technology" investments prioritize equitable access to learning tools for all students, especially low-income students who may not have the same access at home. This encompasses device access for every student, with the necessary licenses for software and programs. Additionally, dedicated IT support from the CMO ensures smooth technology use in the classroom.</p>						
Expected Annual Measurable Outcomes						
<b>Outcome #1: CAASPP English Language Arts Performance (Distance from Standard)</b>						
<b>Metric/Method for Measuring: CA School Dashboard</b>						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	+16.8	+1.0	+1.0	+1.0	+1.0	+1.0
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	+16.3	+1.0	+1.0	+1.0	+1.0	+1.0
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	+15.2	+1.0	+1.0	+1.0	+1.0	+1.0
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #2: CAASPP English Language Arts Performance (% Meeting/Exceeding Standard)</b>						
<b>Metric/Method for Measuring: CA School Dashboard</b>						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	56.8%	58%	59%	60%	61%	62%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	57.0%	58%	59%	60%	61%	62%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	56.8%	58%	59%	60%	61%	62%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #3: CAASPP Math Language Arts Performance (Distance from Standard)</b>						
<b>Metric/Method for Measuring: CA School Dashboard</b>						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	-97.2	-95	-90	-85	-85	-80

English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-98.5	-95	-90	-85	-85	-80
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-97.7	-95	-90	-85	-85	-80
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #4: CAASPP Math Language Arts Performance (% Meeting/Exceeding Standard)</b>						
<b>Metric/Method for Measuring: CA School Dashboard</b>						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	20.8%	22%	23%	24%	25%	26%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	19.8%	21%	22%	23%	24%	25%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	20.8%	22%	23%	24%	25%	26%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #5: CAST Performance (% Meeting/Exceeding Standard)</b>						
<b>Metric/Method for Measuring: CA School Dashboard</b>						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	22.9%	24%	25%	26%	27%	28%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	22.4%	24%	25%	26%	27%	28%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	23.6%	25%	26%	27%	28%	29%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #6: English Learner Progress Indicator (ELPI)</b>						
<b>Metric/Method for Measuring: CA School Dashboard</b>						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
English Learner Students	48.6%	50%	50%	50%	50%	50%

<b>Outcome #7: EL Reclassification Rate</b>						
<b>Metric/Method for Measuring:</b> CA School Dashboard						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
English Learner Students	29.6%	20%	20%	20%	20%	20%
<b>Outcome #8: AP Exam Pass Rate</b>						
<b>Metric/Method for Measuring:</b> % of AP exams with score of 3 or higher (school-wide only)						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	15%	20%	25%	25%	25%	25%
<b>Outcome #9: College/Career Readiness Indicator</b>						
<b>Metric/Method for Measuring:</b> CA School Dashboard (school-wide only)						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	51.6%	50%	50%	50%	50%	50%

## INSTRUCTIONAL DESIGN

### CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

The instructional program of MSCP has been designed to create an environment where the previously described vision for 21<sup>st</sup> century students and how learning occurs best will be realized. As detailed in the in Element 4: Governance, and Element 5: Employee Qualifications, the school site staff at MSCP is led by a Principal, with support from two Assistant Principals (APs) (1 FT, 1 AP/teacher). With approximately 534 students, we maintain an instructional staff of 31 credentialed teachers, 10 Instructional Aides, and a variety of support personnel including special education services providers. Like a traditional high school concept, students move from class to class during the bell schedule, with each credentialed teacher teaching a different subject. As detailed below in Professional Development, all of our teachers receive intensive coaching and professional development from both school site staff as well as our central office team and outside experts.

Students Learn Best When...	Research Supporting MSCP Strategies to Create These Conditions
Instruction is personalized to meet the students' needs.	<b>Small Class Sizes</b> <ul style="list-style-type: none"> <li>MSCP's average class size is 25.1, which does not include P.E. and electives.</li> <li>"Tennessee's longitudinal class-size study — Student Teacher Achievement Ratio (STAR) project — results showed that those enrolled in small classes as youngsters were more likely to: <ol style="list-style-type: none"> <li><i>Graduate on time</i> — 72 percent of students, versus 66 percent from regular classes and 65 percent from classes with a paraprofessional</li> <li><i>Complete more advanced math and English courses</i></li> </ol> </li> </ul>

Students Learn Best When...	Research Supporting MSCP Strategies to Create These Conditions
	<p>3. <i>Complete high school</i> — 19 percent dropped out, versus 23 percent from regular classes and 26 percent from classes with a paraprofessional</p> <p>4. <i>Graduate with honors</i><sup>59</sup>.</p> <p><b>Reduced Student Load</b></p> <ul style="list-style-type: none"> <li>UCLA Professor William Ouchi has concluded from his research of New York and Boston Public Schools that reduced student load is “more important than any other [metric] in determining school success.”<sup>60</sup></li> <li>Student load has been reduced by approximately 50 students compared to some other public schools.</li> </ul>
<p><b>Lessons are relevant to the students’ lives and have real-world application.</b></p>	<p><b>Partnerships with Industry Professionals:</b></p> <ul style="list-style-type: none"> <li>Research shows that creating multiple pathways to graduation, through a variety of learning opportunities, provides students with a meaningful high school structure that links subject areas and encompasses both personal experiences and connections to the world of adult work.<sup>61</sup></li> </ul>
<p><b>Students have early college exposure and high expectations.</b></p>	<p><b>High Expectations</b></p> <ul style="list-style-type: none"> <li>“During the last decade, research on successful programs for youth at risk of academic failure has clearly demonstrated that high expectations—with concomitant support—is a critical factor in decreasing the number of students who drop out of school and in increasing the number of youth who go on to college.”<sup>62</sup></li> </ul>
<p><b>Teachers continuously improve their craft by participating in a robust professional development program and peer collaboration.</b></p>	<p><b>Instructional Coaches</b></p> <ul style="list-style-type: none"> <li>A study of 900 school districts found that spending additional resources on more highly qualified teachers (experience and past performance) led to greater increases in student achievement than any other use of those resources (Ferguson, 1991).</li> </ul> <p><b>Built-In Time in the Schedule for Collaboration and PD</b></p> <ul style="list-style-type: none"> <li>Linda Darling Hammond and Gary Sykes of Stanford University found “teacher conversations and collaborations” are “key to increasing student achievement”.<sup>63</sup></li> </ul> <p><b>Professional Learning Community</b></p> <ul style="list-style-type: none"> <li>According to years of fieldwork in diverse secondary schools, McLaughlin found that “meaningful professional development does not take place during professional development</li> </ul>

<sup>59</sup> <https://dataverse.harvard.edu/dataset.xhtml?persistentId=hdl:1902.1/10766>

<sup>60</sup> <https://www.edweek.org/leadership/management-guru-says-student-load-key-to-achievement/2009/09>

<sup>61</sup> [https://edsources.org/wp-content/publications/pub\\_MultiplePathways\\_2009-11.pdf](https://edsources.org/wp-content/publications/pub_MultiplePathways_2009-11.pdf)

<sup>62</sup> <https://web.archive.org/web/20100305045727/http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm>

<sup>63</sup> Darling-Hammond, L. (2010). [Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching.] Center for American Progress.

Students Learn Best When...	Research Supporting MSCP Strategies to Create These Conditions
	workshops or in-service presentations, but in the context of professional communities that have been locally developed to be responsive to teachers' needs." <sup>64</sup>
<p><b>The school attracts and retains teachers who are passionate, competent and engaging through innovative recruitment strategies and a challenging career ladder.</b></p>	<p><b>Paying More for Instructional Coaches</b></p> <ul style="list-style-type: none"> <li>• A study of 900 school districts found that spending additional resources on more highly qualified teachers led to greater increases in student achievement than any other use of those resources.<sup>65</sup></li> <li>• \$5,000 stipends have been provided for mentor teachers.</li> </ul> <p><b>Career Ladder for Teachers and Staff</b></p> <ul style="list-style-type: none"> <li>• MSCP has adopted a competitive salary schedule for teachers and staff with incentives for long term retention and growth</li> <li>• Teachers are encouraged to move into mentor teacher or administrative roles when appropriate.</li> <li>• Staff are now eligible to earn a Bachelor's degree and teaching credential – at no cost to them – through STEM Prep's New Teacher Pipeline.</li> </ul>
<p><b>There is a high level of engagement by parents/ guardians in their children's learning process.</b></p>	<p><b>Parent Center and Volunteer Opportunities</b></p> <ul style="list-style-type: none"> <li>• "Research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement."<sup>66</sup></li> </ul>
<p><b>Instruction is driven by data.</b></p>	<p><b>Sophisticated Data Management System</b></p> <ul style="list-style-type: none"> <li>• Teachers are trained in using the NWEA (Northwest Evaluation Association) and Interim CAASPP Assessments (11<sup>th</sup> grade) for benchmark assessments and data analysis. Teachers are able to access their students' performance on content strands through the online system and disaggregate data according to subgroup. Benchmark data is analyzed three times per year as a whole school and instructional decisions are made based on that data. Additional sources of data include teacher gradebooks. MSCP teachers create learning targets for their courses, based on the content and skill required for their specific content standards and course. Those learning targets become the assignments entered into the gradebook. Students assess regularly on the learning targets and that data is used to determine next steps for students and teachers.</li> </ul> <p><b>Robust Professional Development</b></p>

<sup>64</sup> Steiner, Lucy. *What the Research Says About Professional Development That Works*,

<sup>65</sup> Racial Patterns in How School and Teacher Quality Affect Achievement and Earnings. Ferguson, Ronald F. Challenge, Vol. 2, Iss. 1, (May 1991).

<sup>66</sup> <http://www.nwrel.org/scpd/sirs/3/cu6.html>



Students Learn Best When...	Research Supporting MSCP Strategies to Create These Conditions
	<ul style="list-style-type: none"> <li>• An EdSource 2007 research report confirmed what many policymakers have been saying for a long time – that data-driven instruction will increase student performance.<sup>67</sup></li> <li>• Professional Development happens every Monday for approximately 1.5 - 2 hours. We also have 1- 2 full day Professional Developments that occur 3 times per year, immediately following our benchmark assessments. All professional development is driven by data. Data is regularly gathered from student results on testing (gradebook, benchmarks), leadership observations of teachers (formal observations and walkthroughs), and teacher surveys. Leadership uses the results to determine the focus of the upcoming professional development. When a new strategy is introduced, it is revisited in upcoming professional developments and teachers analyze student test results and student work samples to determine continued next steps. Teachers are trained in analyzing student data during the summer professional developments when they create learning targets and assessments aligned to those learning targets. Teachers are taught how to determine levels of understanding on learning targets through the use of rubrics that help teachers identify content and skills needed by students to show mastery.</li> </ul>

### **INNOVATIVE COMPONENTS OF THE EDUCATIONAL PROGRAM**

MSCP stands out as a unique local public school option for families owing to its innovative educational program features. Among some of them are the following:

- **Small Class Sizes:** MSCP's average class size is 25:1 (excluding P.E. and electives).
- **Extensive and Unique Courses:** MSCP offers students a comprehensive set of courses, including several specialized classes. Some of these include AP courses in our core subjects, Honors classes, computer science electives, and engineering courses with a pathway toward a certificate. Students in the engineering pathway learn strategies such as the design process, circuit design, 3D modeling, and digital electronics while using the same industry-leading technology and software, such as Computer-Aided Design Software and Python Programming Software,
- used by the world's top companies.
- **Dual Enrollment Program with Los Angeles Trade Tech College:** In Spring 2024, MSCP began offering college-level, credit-bearing courses and experiences to prepare students for college and ultimately for the fields of STEM. In partnership with Los Angeles Trade Tech College, MSCP

<sup>67</sup> <https://edsource.org/wp-content/publications/SimELreportcomplete.pdf>

offers Counseling 040 to our students. While beginning with one course, our long-term vision is to build up this program to offer one additional class per semester.

- **Hands-On STEM Learning and Connections to Industry Professionals:** We expose our students to engaging, STEM-themed learning in partnership with Project Lead the Way, the “gold standard” for project-based, hands-on STEM learning. We also expose students to STEM careers through internships and mentorships within the industry, STEM-based extracurriculars, and STEM fairs.
- **Student Mental Health Supports:** Since the start of the pandemic, MSCP has continued to strengthen its set of mental health and emotional supports for our students. Improvements include the addition of a shared school psychologist, full-time site-based DIS counselor and two new Marriage and Family Therapy (MFT) intern counselors assigned to MSCP through Partnership to Uplift Communities (PUC), all to support our students with and without disabilities experiencing mental health crises. Increased and new partnerships with mental health agencies such as Stars Behavior Health Group provide ongoing counseling for students in need of more intensive support.
- **Teacher Pipeline Expansion and Retention of High-Quality Instructors:** To expand our teacher pipeline, MSCP supports Instructional Aides and other classified staff in their journey to earning a teaching credential. Through established partnerships with Rivet School and San Jose State University, STEM Prep supports staff in earning their Bachelor’s degrees before starting a credential program. Also, to attract and retain individuals who embrace our mission and find passion in our priority work of increasing the proportion of minorities entering STEM fields, we implement a variety of financial incentives and inclusive leave policies to our staff members.
- **Peer Visitation:** Recognizing that a common teacher-identified challenge is their experience of isolation, MSCP promotes a safe, “open door” policy, which provides opportunities for valuable peer observations and learning opportunities that support teachers in developing their craft. Peer observations of all teachers by both content-area and grade-level peers occur regularly to foster a collaborative, supportive staff culture that ultimately leads to increased student achievement

### **KEY FEATURES OF THE EDUCATIONAL PROGRAM**

MCSP’s educational program is grounded in the best thinking in education today and consists of design elements that are proven to meet the needs of our diverse learners as they prepare for 21<sup>st</sup>-century careers. This includes employing strategies such as constructivism, collaborative learning, culturally responsive pedagogy, online tools, and differentiated learning to ensure each of our students graduates from high school ready for the rigors of college and meaningful careers. Overall, we emphasize the social, emotional, physical, and intellectual development of each child and strive to instill high standards for academic integrity and leadership in our students.

### ***CURRICULAR DESIGN***

Key features of the curricular design include the following:

- **Inquiry-based Learning Cycle:** The cycle allows students to explore content as teachers act as the learning facilitators. It takes place in every discipline and involves 5 components: Engage, Explore, Guided Instruction, Practice, and Closure. For more information, see *Element 1: Curriculum and Instruction: Instructional Methods and Strategies*.

- **Learning Targets:** All curricular standards for MSCP are directly aligned with the California state content standards, including California Common Core State Standards (CA CCSS). During summer orientation, school leaders guide teachers to critically analyze assessments and internalize curriculum along with all state and nationally recognized standards to identify the skills and content areas needed for mastery at a specific grade level. Teachers blend the CA CCSS with the identified skills and content into smaller, measurable goals to create learning targets.
- **Unit Themes:** MSCP organizes units around unifying topics, which requires students to engage various regions of their brains. Our teachers employ central themes to create a common language for students and develop a conceptual framework through which they can scaffold information. Data collected by the program from standardized tests, benchmark assessments, and more help educators track performance and make refinements.

### ***PEDAGOGY / INSTRUCTIONAL METHODS***

A theme in our key pedagogical and instructional methods is **learner-centered classrooms**. This is manifest in several of MSCP's program elements, including:

- **Culturally responsive classrooms**, *e.g.* by having teachers curate texts that reflect a range of cultural backgrounds
- **Socratic seminar** and **shared inquiry**, through which students work to build meaning collaboratively
- **Experiential learning**, linked to the curriculum and implemented through community partners, organizations, other field trip opportunities, and connections to industry professionals
- **Cooperative learning**, a method by which teachers guide effective small-group learning, as well as instruct students on communication and team-building skills
- **Explanatory models**, or conceptual frameworks (*e.g.* our social justice and sustainability frameworks) to assist students with their understanding of content
- **Metacognitive approaches** by which teachers explore their mental processes behind how and what they are thinking as they instruct, as well as train students in practicing sense-making (*e.g.* asking for clarification when new content is unclear)
- **Interactive classrooms**, *e.g.* implementing project-based learning in a course

The foundation of effective instruction at MSCP lies in our **robust professional development offerings**. Professional Development happens every Monday for approximately 1.5 to 2 hours. We also have 1 to 2 full days of Professional Development that occur 3 times per year, immediately following our benchmark assessments. The specific topics addressed during the professional development and collaboration time include reinforcement of topics introduced during the Summer Training, as well as new topics selected based on the specific and current needs of the staff, students, and school community. The ongoing professional development program is heavily driven by data collected through teacher self-assessments, classroom observations, and disaggregated student test scores.

### ***ASSESSMENT SYSTEMS***

Teachers and the leadership team use assessment systems, such as Northwest Evaluation Association (NWEA) for benchmark testing and Pear Assessment for creating classroom and performance task assessments. The NWEA assessment is computer-adaptive and Pear Assessment allows teachers to create assessments that include the functions and tools that are found on state tests, such as drag and

drop, brief writes, embedded calculators, audio clips, and graphing. Students take these assessments through online platforms that allow for quick feedback and results.

As further described in *Element 2: Methods for Measuring Pupil Progress Toward Outcomes: Formative Assessment*, MSCP also uses the following tools to measure student progress:

- Placement Exams for English, Math, and Spanish
- State-Required Tests
- Other Standardized Tests (*i.e.* AP tests)
- Traditional Classroom Assessments
- Formal Interim Assessments
- Final Exams/Summative Assessments

## **CURRICULUM**

All of the curricular standards for MSCP are directly aligned with the California state content standards, including California Common Core State Standards (CA CCSS), Next Generation Science Standards (NGSS), CA Standards in ELA/ELD, History/Social Science, World Languages, Computer Science, Arts, P.E. and Health. Where necessary for college preparation, MSCP's curricula exceed these standards. Teachers also rely on the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve*, including the new 2023 Mathematics Frameworks, as well as the CDE's *College and Career Readiness Anchor Standards for Grades 6-12*.<sup>68</sup> The guiding principles from are incorporated by each of the core content areas, including updates as they are issued, such as the recently issued requirement from AB 873 for students to learn media literacy as part of the State's Frameworks in English, math, science, and history.<sup>69</sup>

During our summer orientation, school leaders supply incoming teachers with sample scope and sequences and curriculum and then guide teachers to critically analyze assessments along with all state and nationally recognized standards to identify the skills and content areas needed for mastery at a specific grade level. Teachers blend the CA CCSS with the identified skills and content into smaller, measurable goals to create learning targets. These standards drive the creation of quarter and semester-end assessments.

The core curriculum – and graduation requirements for a regular diploma – also are aligned with A-G expectations for what students know and can do in each course.

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

### ***INTEGRAL FEATURES AND COMPONENTS OF THE EDUCATION PROGRAM BY SUBJECT AREA***

#### ***English Language Arts***

The English Language Arts curriculum of MSCP is founded on the belief that all students are capable of achieving mastery over academic English, provided intentional, vertically aligned, rigorous instruction and the necessary scaffolding to access college preparatory curriculum. Using the state standards and the Common Core standards as a base, the first priority of the English Language Arts program is the development critical and analytical thinking. All MSCP English classes include: in-class reading, timed writing, explicit vocabulary instruction, and analysis of text. The goal is to provide a rigorous course of study to prepare students for entrance at a 4-year university. MSCP offers honors and Advanced Placement courses in this content. Placement exams are offered to all MSCP students interested in taking an Honors or AP course and results are used to determine placement.

#### **English 9**

Core/College Preparatory Class: Yes  
Grade level: 9

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<sup>68</sup> <https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp>

<sup>69</sup> Jones, C. (2023). "Recognizing fake news now a required subject in California schools." Cal Matters. Accessed from <https://calmatters.org/education/k-12-education/2023/11/fake-news-california-school> on March 3, 2024

Honors available: Yes<sup>70</sup>

Advanced Placement available: No

**Course Description:** The purpose of this course is to help students master the Common Core State Standards in English Language Arts for the ninth grade. The goal is to provide a rigorous course of study to prepare students for entrance at a 4-year university. Students will develop strategies to construct meaning from and interact thoughtfully with all genres of literature and non-fiction texts. Students will become critical thinkers by consistently using claim-evidence- reasoning in order to show their understanding of any text. Students will use process writing activities in a variety of genres including persuasive, expository, narrative, and response to literature. The skills developed in this course will create stronger readers with critical thinking skills. The course lays foundations for the analysis of fiction and non-fiction, exploring characterization, theme, diction, detail, and tone. Constructed response questions, extended response questions, and performance tasks offer opportunities to acquire and use knowledge in critical ways as students master the literacy skills necessary to move successfully into upper- and university-level English courses. The course is designed to allow students to develop the reading, writing, listening and speaking, interpretive, analytical and evaluate tools to support growing intellectual independence and to prepare them to advance with success to the next level.

### English 9 Literacy & Language

Core/College Preparatory Class: Yes

Grade level: 9

Honors available: No

Advanced Placement available: No

**Course Description:** This English 9 Literacy & Language course is an intensive course for English language learners (EL), including Long-Term English language learners (LTEL), and students who have been recently Reclassified as Fluent English Proficient (RFEP). The course is designed so that ELLs, LTELs, and RFEP students practice language skills with their fluent and English only (EO) peers. It is delivered through research-based instructional strategies appropriate for LTEL, RFEP, and EO students. The student learning and performance goals for the course are based on the California English Language Arts State Standards for grade 9, and the California ELD Standards for grade 9.

This course focuses on increasing learner competence and confidence through consistent strategic partner work and collaborative instructional routines needed for success. Instruction will focus on academic language development and writing structures through explicit close reading of developmentally appropriate and content level informational and literary texts. This course focuses on developing students' academic English language skills so that they can fully access and engage with grade-level academic content and achieve college, career, and civic readiness. Connections between and progression through basic interpersonal communication skills and cognitive academic language proficiency will be emphasized through complex texts, real-life experiences, historical contexts, and cultural influences.

This course builds awareness about language resources and how meaning is made through language choices in order to improve the ability to comprehend and produce texts in various content areas. Students engage in active reading strategies, collaborative discussions, academic vocabulary and grammar taught in meaningful context, active listening strategies, and writing strategies from the word-

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<sup>70</sup> Honors courses are accelerated versions of a class. They typically cover the same curriculum as a "regular version" of that course, but at an accelerated pace with more depth and insight into the subject.

to-phrase-to-sentence-to-paragraph level. Instruction and learning will focus on learner engagement in language practice with the aid of increasingly complex academic language frames to gradually release responsibility to independent language production. This English 9 Literacy & Language course develops students' future academic practices and supports learners' simultaneous conceptual, analytical, and linguistic development.

### English 10

Core/College Preparatory Class: Yes

Grade level: 10

Honors available: Yes

Advanced Placement available: No

**Course Description:** This course encourages students to think critically through the use of analysis of literary and informative texts. Based on the Common Core State Standards (CCSS), the units developed for this course focus on the development of close reading analysis and thorough, in-depth writing. The purpose of this course is to prepare students for reading and writing primarily informational texts, especially those encountered in the STEM fields. As such, material will focus on non-fiction, domain-specific vocabulary, and construction of argument. Literature and fictional texts will be supplementary.

### English 10 Literacy & Language

Core/College Preparatory Class: Yes

Grade level: 10

Honors available: No

Advanced Placement available: No

**Course Description:** This English 10 Literacy & Language course is an intensive course for English language learners (EL), including Long-Term English language learners (LTEL), and students who have been recently Reclassified as Fluent English Proficient (RFEP). The course is designed so that ELLs, LTELs, and RFEP students practice language skills with their fluent and English only (EO) peers. It is delivered through research-based instructional strategies appropriate for LTEL, RFEP, and EO students. The student learning and performance goals for the course are based on the California English Language Arts State Standards for grade 10, and the California ELD Standards for grade 10.

This course focuses on increasing learner competence and confidence through consistent strategic partner work and collaborative instructional routines needed for success. Instruction will focus on academic language development and writing structures through explicit close reading of developmentally appropriate and content level informational and literary texts. This course focuses on developing students' academic English language skills so that they can fully access and engage with grade-level academic content and achieve college, career, and civic readiness. Connections between and progression through basic interpersonal communication skills and cognitive academic language proficiency will be emphasized through complex texts, real-life experiences, historical contexts, and cultural influences.

This course builds awareness about language resources and how meaning is made through language choices in order to improve the ability to comprehend and produce texts in various content areas. Students engage in active reading strategies, collaborative discussions, academic vocabulary and grammar taught in meaningful context, active listening strategies, and writing strategies from the word-to-phrase-to-sentence-to-paragraph level. Instruction and learning will focus on learner engagement in language practice with the aid of increasingly complex academic language frames to gradually release responsibility to independent language production. This English 10 Literacy & Language course develops

students' future academic practices and supports learners' simultaneous conceptual, analytical, and linguistic development.

### English 11

Core/College Preparatory Class: Yes

Grade level: 11

Honors available: No

Advanced Placement available: No

**Course Description:** This course will develop students' skills and processes, as well as the role and purpose of language arts. Students will demonstrate and understanding of the nature of language. Students will learn to use oral language skills for effective communicating and writing. This course will teach students to develop the skills, strategies, and processes of reading and writing.

### English 11 Literacy & Language

Core/College Preparatory Class: Yes

Honors available: Yes

Advanced Placement available: No

**Course Description:** This English 11 Literacy & Language course is an intensive course for English language learners (EL), including Long-Term English language learners (LTEL), and students who have been recently Reclassified as Fluent English Proficient (RFEP). The course is designed so that ELLs, LTELs, and RFEP students practice language skills with their fluent and English only (EO) peers. It is delivered through research-based instructional strategies appropriate for LTEL, RFEP, and EO students. The student learning and performance goals for the course are based on the California English Language Arts State Standards for grade 11, and the California ELD Standards for grade 11.

This course focuses on increasing learner competence and confidence through consistent strategic partner work and collaborative instructional routines needed for success. Instruction will focus on academic language development and writing structures through explicit close reading of developmentally appropriate and content level informational and literary texts. This course focuses on developing students' academic English language skills so that they can fully access and engage with grade-level academic content and achieve college, career, and civic readiness. Connections between and progression through basic interpersonal communication skills and cognitive academic language proficiency will be emphasized through complex texts, real-life experiences, historical contexts, and cultural influences.

This course builds awareness about language resources and how meaning is made through language choices in order to improve the ability to comprehend and produce texts in various content areas. Students engage in active reading strategies, collaborative discussions, academic vocabulary and grammar taught in meaningful context, active listening strategies, and writing strategies from the word-to-phrase-to-sentence-to-paragraph level. Instruction and learning will focus on learner engagement in language practice with the aid of increasingly complex academic language frames to gradually release responsibility to independent language production. This English 11 Literacy & Language course develops students' future academic practices and supports learners' simultaneous conceptual, analytical, and linguistic development.

### English 12

Core/College Preparatory Class: Yes



Grade level: 12

Honors available: No

Advanced Placement available: No

**Course Description:** This English 12 class is designed for students who want to challenge themselves to improve their mastery level in English. Students will be reading and engaging in discussions, and debates about grade level texts, themes, and topics. The class will focus on getting students to analyze literary elements in informative and literary texts and construct well developed essays to support a claim that answers the essential question. This class offers differentiated instruction based on students' individual needs. The curriculum for English 12 is aligned with the *Common Core State Standards*.

### English 12 Literacy & Language

Core/College Preparatory Class: Yes

Grade level: 12

Honors available: No

Advanced Placement available: No

**Course Description:** This English 12 Literacy & Language course is an intensive course for English language learners (EL), including Long-Term English language learners (LTEL), and students who have been recently Reclassified as Fluent English Proficient (RFEP). It is delivered through research-based instructional strategies appropriate for LTEL, RFEP, and EO students. The student learning and performance goals for the course are based on the California English Language Arts State Standards for grade 12, and the California ELD Standards for grade 12.

This course focuses on increasing learner competence and confidence through consistent strategic partner work and collaborative instructional routines needed for success. Instruction will focus on academic language development and writing structures through explicit close reading of developmentally appropriate and content level informational and literary texts. This course focuses on developing students' academic English language skills so that they can fully access and engage with grade-level academic content and achieve college, career, and civic readiness. Connections between and progression through basic interpersonal communication skills and cognitive academic language proficiency will be emphasized through complex texts, real-life experiences, historical contexts, and cultural influences.

This course builds awareness about language resources and how meaning is made through language choices in order to improve the ability to comprehend and produce texts in various content areas. Students engage in active reading strategies, collaborative discussions, academic vocabulary and grammar taught in meaningful context, active listening strategies, and writing strategies from the word-to-phrase-to-sentence-to-paragraph level. Instruction and learning will focus on learner engagement in language practice with the aid of increasingly complex academic language frames to gradually release responsibility to independent language production. This English 12 Literacy & Language course develops students' future academic practices and supports learners' simultaneous conceptual, analytical, and linguistic development.

### AP English Language & Composition

Core/College Preparatory Class: Yes

Grade level: 11

Prerequisite to AP English Literature & Composition

**Course Description:** Adopted from: The College Board Advanced Placement Program

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

### AP English Literature & Composition

Core/College Preparatory Class: Yes

Grade level: 12

Prerequisite required: AP English Language & Composition

**Course Description:** Adopted from: The College Board Advanced Placement Program

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

### ***English Language Development***

As detailed more fully in the section on English Learners, below, the ELD program implements both the *California ELD Standards* and the *English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)*. Designated ELD prepares our multi-lingual learners for success in English instruction, including ELA classes. Students are grouped according to proficiency levels in English (See the EL section below for classification criteria); students learn skills in all four strands of language – listening, speaking, reading and writing. During this designated ELD time, EL students benefit from a focused approach on language development that builds academic language, including the vocabulary and structure that provide fluency or language practice and encourage students towards appropriately rigorous language outputs. The curriculum and instruction, driven by the CCSS, provides multiple points of entry for correct placement and is designed to return students to grade-level instruction within two years.

### English Language Development 1

Core/College Preparatory Class: Yes

Honors available: No

Advanced Placement available: No

**Course Description:** Beginning English language learners follow a whole language approach. All skills of reading, writing, listening, and speaking are practiced. Activities are “hands on”, and materials include media such as newspapers and magazines. Additional activities include the use of technology, games, cross-cultural awareness exercises and events, and outside reading. Computers are used for word processing and multimedia presentations.

### English Language Development 2, 3, 4

Core/College Preparatory Class: No

Honors available: No

Advanced Placement available: No

**Course Description:** Intermediate to Advanced English language learners follow a whole language approach. All skills of reading, writing, listening, and speaking are practiced. Activities are “hands on”, and materials include media such as newspapers and magazines. Additional activities include the use of technology, games, cross-cultural awareness exercises and events, and outside reading. Computers are used for word processing and multimedia presentations.

## **Mathematics**

As outlined by the State Standards and the Common Core standards, the math program is designed to offer students the fundamentals they need while providing opportunities to explore real world and academic mathematics. Students acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems. Fluency in number sense and foundational algebra is expected for all students. MSCP offers honors and Advanced Placement courses in this content. Placement exams are offered to all MSCP students interested in taking an Honors or AP course and results are used to determine placement.

At MSCP, students are not placed in mathematics courses by grade level, rather they are placed in the course they are best prepared for and offered academic support classes and summer school when needed. Students who have not demonstrated mastery of Algebra 1 content prior to entering high school enrolled in Integrated Math I. Students who demonstrate mastery in the Algebra 1 standards begin their coursework with Integrated Math II. Mastery is determined by using the Math Diagnostic Testing Project (MDTP) exams provided by the University of California, Los Angeles and their recommended scoring guidelines. Mastery on the MDTP is based on a score of 70% or above. The MDTP is administered at MSCP to all incoming 9<sup>th</sup> grade students. Students are also monitored and retested after the first 30 days of school to determine appropriate placement. Problem solving and reasoning are stressed throughout the goals at each grade and in every course. The development of problem-solving skills is a major goal of the mathematics program. Mathematical modeling is an important technique used to build understanding of abstract ideas. Teachers expose students to physical representations that help develop understanding of abstract concepts. Students develop mathematical competence and power by engaging in solving meaningful problems.

### **Integrated Math 1**

Core/College Preparatory Class: Yes

Grade level: 9-10

Honors available: No

Advanced Placement available: No

**Course Description:** Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

The purpose of Integrated Math 1 is for students to develop basic understanding of functions, especially linear functions and equations and to work with geometric transformations to understand congruence and properties of geometric figures. This course also has students learn how to represent and interpret categorical and quantitative data and use the modeling process for algebraic and geometric models. The first half of the course focuses on algebra and function concepts. Students see structure in expressions, create equations to describe numbers and relationships, and reason with equations and inequalities. They explain the real number system as including rational and irrational numbers and use the properties of rational exponents. Students consider units when they reason about quantities. They learn to

interpret, build and compare functions, especially distinguishing linear functions from non-linear functions.

The second half of the course focuses on geometric and statistic concepts. Students learn to recognize precise definitions and to make geometric constructs. They learn about congruence using rigid motions and modeling real-world situations with geometry. Students also learn how to interpret categorical and quantitative data using representations and measures of center, variation, and descriptions of the shape of the data.

### Integrated Math 2

Core/College Preparatory Class: Yes

Grade level: 9-11

Honors available: No

Advanced Placement available: No

**Course Description:** Integrated Math 2 is the second of a sequence of three courses: Integrated Math 1, 2, and 3. The first half of the course explores algebraic representations of geometric figures and quadratic functions and equations, including complex numbers. It uses quadratic functions as models of real situations and explores graphs, functions, and equations. The second half of the course focuses on similarity, exponential functions, probability, and geometric models.

The purpose of Integrated Math 2 is for students to extend their understanding of functions and equations to quadratic and exponential functions and extend their work with geometric transformations from rigid motions to dilations. This course also has students learn about independence and conditional probability and determine whether data fit a uniform random model. Students also extend their understanding of modeling to explore deriving models from other models and the analysis of two-dimensional models of three-dimensional situations.

The first half of the course explores the properties of geometric constructs using algebraic representations. Students learn to use coordinates to prove simple geometric theorems algebraically. They solve problems involving triangles using congruence and the Pythagorean Theorem. Then students learn about quadratic functions and equations, including writing expressions in equivalent forms to solve problems, creating equations in one variable, using them to solve problems, and reasoning using quadratic equations in one variable or simple systems of equations with one quadratic and one linear equation. Students learn about the relationship between zeros and factors of polynomials and represent complex numbers, perform arithmetic operations and polynomial identities and solve equations with complex numbers. Students learn how to interpret functions in context and using different representations.

The second half of the course introduces students to the dilation transformation to define similarity of figures. Students learn how to use dilation to create similar figures, to determine if two figures are similar, and to prove theorems involving triangle similarity. Then students return to functions to see the structure of exponential functions. Students learn how to build functions to describe a relationship between two quantities, including sequences, and from existing functions. Students construct and compare linear, quadratic, and exponential models and interpret expressions for functions in terms of the real-world situation that they model. Students learn about independent and conditional probability to be able interpret data. Students use the rules of probability to compute probability of compound events in a uniform probability model. Students also use geometry to model real-world situations.

### Integrated Math 3

Core/College Preparatory Class: Yes

Grade level: 10-12

Honors available: Yes, Prerequisite to AP Calculus AB

Advanced Placement available: No

**Course Description:** It is in the Mathematics III course that students integrate and apply the mathematics they have learned from their earlier courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

**Honors:** It is in the Mathematics III and Mathematics III Honors courses that students integrate and apply the mathematics they have learned from their earlier courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. For the Mathematics III and Honors courses, instructional time should focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

### Introduction to Data Science

Core/College Preparatory Class: Yes

Grade level: 12

Honors available: No

Advanced Placement available: No

**Course Description:** Introduction to Data Science (IDS) Curriculum teaches students to reason with, and think critically about, data in all forms. The Common Core State Standards (CCSS) for High School Statistics and Probability relevant to data science are taught along with the data demands of good citizenship in the 21st century. Additionally, IDS provides access to rigorous learning that fuses mathematics with computer science through the use of R/RStudio, an open-source programming language/environment that has long been the standard for academic statisticians and analysts in industry. IDS is a “c”-approved mathematics course in the University of California A-G requirements. IDS directly addresses the CCSS-Math for High School Statistics and Probability and Practice for Modeling.

### AP Calculus AB

Core/College Preparatory Class: Yes

Adopted from: The College Board Advanced Placement Program

Grade level: 11, 12

Prerequisite required: Integrated Math 3 Honors

Prerequisite to AP Calculus BC

**Course Description:** AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

### AP Calculus BC

Core/College Preparatory Class: Yes

Adopted from: The College Board Advanced Placement Program

Grade level: 12

Prerequisite required: AP Calculus AB

**Course Description:** AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

### *History*

Students are required to take 3 years of course work in the Social Studies department: World History (sophomore year), United States History (junior year), and one semester each of Government and Economics (senior year). Each history course follows the content standards as well as incorporates the Anchor Standards for Social Science, as outlined in the Common Core Standards. MSCP offers honors and Advanced Placement courses in this content. Placement exams are offered to all MSCP students interested in taking an Honors or AP course and results are used to determine placement.

#### World History

Core/College Preparatory Class: Yes

Grade level: 10

Honors available: No

Advanced Placement available: Yes, Adopted from: The College Board Advanced Placement Program

**Course Description:** World History is traditionally the first college preparatory social science course students take in high school. World History focuses on the understanding of ourselves and the world around us in relation to history. World History in the real world is constantly changing and interpretation of events is critical in being a citizen in a democracy. World History will be taught from multiple perspectives, integrating the importance of religion, government, culture, economics, creative expression, and technology.

#### United States History

Core/College Preparatory Class: Yes

Grade level: 11

Honors available: No

Advanced Placement available: Yes, Adopted from: The College Board Advanced Placement Program

**Course Description:** This course extensively analyzes U.S. History from the American Revolution up to the present day. An essential question is utilized to focus each time period around a particular topic. Students utilize primary sources, secondary sources, and historical information gained from notes and readings to help them answer the essential question in an extended written response. In this course, students use history to help them develop their reading and writing skills while developing an understanding of overarching historical themes that span over multiple time periods. They use critical thinking skills to answer open-ended and complex questions to decide to what extent our nation has lived up to its principles.

#### United States Government & Politics

Core/College Preparatory Class: Yes

Grade level: 12

Honors available: No

Advanced Placement available: Yes, Adopted from: The College Board Advanced Placement Program  
Semester long course

**Course Description:** This course is a survey of the government with an emphasis on the national level, including elements of state and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. This course provides students with experiences to study individual rights provided to them by the United States Constitution and other related laws. Students will deal with the direct and indirect effects the government has on their everyday lives, what rights you possess as an American citizen, and what responsibilities each citizen has to their government on the local, state and national levels. Students will also examine the basic ideals of our global economy and what effects these ideals have not just on our government, but also on our everyday lives. Other relevant topics included in this course are elections / voter registration process, United States foreign policy, and social issues that concern young adults and all Americans.

### Economics

Core/College Preparatory Class: Yes

Grade level: 12

Honors available: No

Advanced Placement available: No

Semester long course

**Course Description:** The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. Students will interpret economic systems and how economies continue to evolve to support globalization. Students will evaluate historical evidence in order to understand how different economies function and how they differ from one another. Students will trace the history of the American economic system and evaluate its functionality. Lastly, students will analyze the relationship between the economy and society, including environmental and political issues.

### Science

MSCP offers a variety and level of courses in the areas of life and physical science. Students are required to complete a minimum of 3 years of science. The science courses incorporates the Common Core Anchor Standards for Science and Next Generation Science Standards, while following the state's content standards. The curriculum engages students in the scientific process such as making accurate and precise observations, developing hypotheses, designing experiments, gathering and analyzing data, and determining the implications of the results.

### Physics in the Universe

Core/College Preparatory Class: Yes

Grade level: 9, 11

Honors available: No

Advanced Placement available: No

**Course Description:** Adopted from Three Course Model of the 2016 California Science Framework. Physical processes govern everything in the Universe. Geoscientists require a strong background in the laws of physics in order to interpret processes that shape the Earth system [CCC-4], and physicists benefit from applying their models [SEP-2] in a range of contexts. Forces of moving water push tiny



particles of sand along beds of rivers, sometimes hard enough that they collide with the rocks with such force that a piece of the river bed breaks off. Over time, the Grand Canyon forms. Gravity pulls constantly on rocks at the surface of the Earth, and sometimes the frictional forces resisting movement falter. A landslide crashes down a canyon, destroying everything in its path. The nuclei of atoms thousands of miles below the surface that have remained stable for millions of years spontaneously explode apart, releasing massive amounts of energy [CCC-5] and heating up the surrounding rock. A geyser of hot steam erupts in California, releasing some of this excess heat to the surface. In each case, an Earth or space scientist is studying the physics of the situation, perhaps using a computer model to fast forward millions of years of energy [CCC-5] transfer to explain [SEP-6] what we see on Earth today. Alongside this scientist is a team of engineers, hoping to use this understanding to design and test solutions to many of society's problems from natural hazards to global warming, or to minimize our impact on the natural world.

### Chemistry of the Earth

Core/College Preparatory Class: Yes

Grade level: 10

Honors available: No

Advanced Placement available: No

**Course Description:** Adopted from Three Course Model of the 2016 California Science Framework. This course explains how chemical processes help drive the Earth system [CCC-4]. Earth and space scientists require a strong background in the fundamentals of matter [CCC-5] and chemistry in order to interpret processes that shape the Earth system. A raindrop falls through the air, interacting with the CO<sub>2</sub> and becoming slightly acidic. Water that would have simply flowed through rock, if neutral, now reacts with the minerals in the rock and turns them into clay that will easily erode away. Ocean water reacts with volcanic rocks on the ocean bottom so that their physical properties change [CCC-7] completely. When these rocks are dragged down into the Earth along plate boundaries, minerals that were once strong enough to withstand great forces now act as lubricants along this great plate boundary fault system. Heat generated deep within the Earth flows outward by conduction and convection, working to equalize the temperature difference between Earth's interior and outer space. This expression of thermodynamics turns an otherwise dead planet into a hotbed of geologic activity plagued by volcanoes and earthquakes. In each case, an Earth or space scientist is studying the chemistry of the situation, perhaps using a computer model to fast forward millions of years of chemical reactions to explain what we see on Earth today. Alongside this scientist is a team of engineers, looking hoping to use this understanding to design and test solutions to many of society's problems from natural hazards to global warming or to minimize our impact on the natural world.

### The Living Earth

Core/College Preparatory Class: Yes

Grade level: 9, 11

Honors available: No

Advanced Placement available: No

**Course Description:** Adopted from Three Course Model of the 2016 California Science Framework. The interactions between the biosphere and the rest of Earth's systems influence students every day from the food that they eat to the air that they breathe. In high school, students finally have enough understanding to explain patterns that they identified and asked questions about during their K–8 education. Some of these mechanisms occur in the blink of an eye while others take millions of years to unfold. Despite the extreme spans in scale, students have tools to use evidence, evaluate claims, and



develop models to interpret the unseen. Students begin with phenomena and use them to enhance their understanding of core ideas in biological science and Earth and space sciences.

### AP Physics 1: Algebra-Based

Core/College Preparatory Class: Yes

Grade level: 12

Prerequisite required: Physics

Course Description: Adopted from: The College Board Advanced Placement Program

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.

### AP Biology

Core/College Preparatory Class: Yes

Grade level: 12

Prerequisite required: The Living Earth or PLTW Biomedical Science courses

**Course Description:** Adopted from: The College Board Advanced Placement Program

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

### Honors PLTW Principles of Biomedical Science

Core/College Preparatory Class: Yes

Grade level: 9-11

Honors available: Yes

Advanced Placement available: No

Prerequisite to Honors PLTW Human Body Systems

STEM Academy course

**Course Description:** adopted from Project Lead the Way (PLTW)

From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

### Honors PLTW Human Body Systems

Core/College Preparatory Class: Yes

Grade level: 10-12

Honors available: Yes

Advanced Placement available: No

Prerequisite required: Honors PLTW Principles of Biomedical Science

Prerequisite to Honors PLTW Medical Interventions

STEM Academy course

**Course Description:** adopted from Project Lead the Way (PLTW)

Students experience real-world scenarios and cases to see medicine in action – as they diagnose and provide treatment and rehabilitation to patients at an outpatient center, keep clients safe and healthy on adventure medicine trips in remote locations, and work in a research center to design laboratory investigations to explore development and aging.

### Honors PLTW Medical Interventions

Core/College Preparatory Class: Yes

Grade level: 11-12

Honors available: Yes

Advanced Placement available: No

Prerequisite required: Honors PLTW Human Body Systems

Prerequisite to Honors PLTW Biomedical Innovations

STEM Academy course

**Course Description:** adopted from Project Lead the Way (PLTW)

Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease.

### Honors PLTW Biomedical Innovations

Core/College Preparatory Class: Yes

Grade level: 12

Honors available: Yes

Advanced Placement available: No

Prerequisite required: Honors PLTW Medical Interventions

STEM Academy course

**Course Description:** adopted from Project Lead the Way (PLTW)

Students build on the knowledge and skills gained from previous courses to design their own innovative solutions for the most pressing health challenges of the 21st century.

### Honors PLTW Introduction to Engineering Design

Core/College Preparatory Class: Yes

Grade level: 9-11

Honors available: Yes

Advanced Placement available: No

Prerequisite to Honors PLTW Principles of Engineering

STEM Academy course

**Course Description:** Adopted from: Project Lead the Way (PLTW)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.

### Honors PLTW Principles of Engineering

Core/College Preparatory Class: Yes

Grade level: 10-12

Honors available: Yes

Advanced Placement available: No

Prerequisite required: Honors PLTW Introduction to Engineering Design

Prerequisite to AP Computer Science and Honors PLTW Engineering Design and Development

STEM Academy course

**Course Description:** Adopted from: Project Lead the Way (PLTW)

Students explore how modern engineers help improve the world through diverse engineering fields, such as product design, mechanical design, infrastructure, and sustainability. Students learn and use some of the cutting-edge tools engineers use in robotics, 3D modeling, programming, and prototyping.

### Honors PLTW Engineering Design and Development

Core/College Preparatory Class: Yes

Grade level: 12

Honors available: Yes

Advanced Placement available: No

Prerequisite required: Honors PLTW Principles of Engineering  
STEM Academy course

**Course Description:** Adopted from: Project Lead the Way (PLTW)

Students engage in an open-ended research experience in the PLTW Capstone course, a culminating program for those completing PLTW's high school offerings. They collaborate in teams, designing and developing original solutions to well-defined and justified real-world problems.

### Computer Science Essentials

Core/College Preparatory Class: Yes

Grade level: 9-11

Honors available: No

Advanced Placement available: Yes

Prerequisite to AP Computer Science A  
STEM Academy course

**Course Description:** Adopted from: Project Lead the Way (PLTW)

With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science PreK-12 experience.

Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence.

In Computer Science Essentials, students will start with visual, block-based programming and smoothly transition to text-based languages like Python®. They will apply computational thinking practices, enrich their vocabulary, and engage in collaborative projects, reflecting the methodologies of computing professionals. Ultimately, they'll develop products that tackle topics and challenges significant to them. Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond.

### AP Computer Science Principles

Core/College Preparatory Class: Yes

Grade level: 10-12

Prerequisite required: Computer Science Essentials

Prerequisite to AP Computer Science A  
STEM Academy course

**Course Description:** Adopted from: Project Lead the Way (PLTW)

Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

### AP Computer Science A

Core/College Preparatory Class: Yes

Grade level: 11, 12

Prerequisite required: Computer Science Essentials or Computer Science Principles

Prerequisite to AP Computer Science B

STEM Academy course

**Course Description:** Adopted from: Project Lead the Way (PLTW)

Throughout the Computer Science A course experience, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP<sup>®</sup> Computer Science A (AP CSA). This endorsement affirms that all components of PLTW CSA's offerings are aligned to the AP Curriculum Framework standards and the AP CSA assessment.

### Cybersecurity

Core/College Preparatory Class: Yes

Grade level: 12

Prerequisite required: AP Computer Science A

STEM Academy course

**Course Description:** Adopted from: Project Lead the Way (PLTW)

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students use virtual labs to discover key concepts of the field. These labs progress from an individual computer to more and more complex network environments. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

### World Languages

MSCP believes that it is important for all students to be literate in Spanish. Although many of the students attending MSCP speak Spanish, few read it or understand its grammar. Because bi-literacy is a tremendous asset to students, we offer Spanish to help each student become truly fluent in academic Spanish. Students are, therefore, expected to take a minimum of 3 years of Spanish coursework. Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Model sentences and reading passages gradually increase in length and complexity. Special long-range projects are designed to recognize multiple intelligences in student learning styles and interests. Teachers use audio and video tapes, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

### Spanish 1 Non-native

Core/College Preparatory Class: Yes

Grade level: 9-10

Honors available: No

Advanced Placement available: No

**Course Description:** The Spanish 1 (Non-Native) course is designed to develop the foundational interpretive, interpersonal, and presentational skills of students who have not been introduced to Spanish at home. Students will read, write, and speak in the target language as they explore various geographies, histories, and societies of Spanish-speaking cultures. Students will focus on using grammar, syntax, and vocabulary while communicating in all modes. English will be used to clarify the grammatical aspects of the Spanish language when necessary.

### Spanish 2 Native

Core/College Preparatory Class: Yes

Grade level: 9-11

Honors available: No

Advanced Placement available: No

Prerequisite to AP Spanish Language and Culture

**Course Description:** This course reinforces all modes of communication solely in Spanish. Through direct instruction in grammar, as well as supplementary literary selections, students will increase their vocabulary and develop their reading skills. Students will participate in cultural activities with themes based on family, geography, history, folklore, and literature of Spanish-speaking countries and cultures.

### Spanish 2 Non-native

Core/College Preparatory Class: Yes

Grade level: 9-11

Honors available: No

Advanced Placement available: No

**Course Description:** Aside from expounding and connecting content and culture from Spanish 1 Non-native, this course reinforces all modes of communication mostly in Spanish, with some English clarifications for grammar purposes. Through direct instruction in grammar, students will increase their vocabulary and develop all modes of communication: speaking, reading, listening and writing. Students will participate in cultural activities with themes based on family, geography, history, folklore, and basic literature of Spanish-speaking countries and cultures. This course will be administered at an appropriate pace for non-native speakers, assuring their acquisition of the second language is a seamless one.

### AP Spanish Language and Culture

Core/College Preparatory Class: Yes

Grade level: 9-11

Prerequisite required: Spanish 2 or 3 Native

Prerequisite to AP Spanish Literature and Culture

**Course Description:** Adopted from: The College Board Advanced Placement Program  
AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

### AP Spanish Literature and Culture

Core/College Preparatory Class: Yes

Grade level: 10-12

Prerequisite required: AP Spanish Language & Culture

**Course Description:** Adopted from: The College Board Advanced Placement Program

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

### ***Visual And Performing Arts***

Visual and Performing Arts provide opportunities for students to participate in all aspects of the artistic process, including creating, presenting, producing, responding, critiquing, and connecting. Students will work towards mastery of creative practices, skills, and artistic literacies through projects, portfolios, exams, and presentations.

### **Art**

Core/College Preparatory Class: Yes

Grade level: 12

Honors available: No

Advanced Placement available: Yes, 2-D Art & Design

**Course Description:** Over the course of the year, students will learn to create and analyze visual arts.

The hands-on art skills will focus on the 2-dimensional; drawing, painting, photography, collage, and intermedia. Simultaneously, students will be given an overview of art history to both contextualize their own creations as well as develop a vocabulary to communicate their understanding and criticism of art.

### **Web Design**

Core/College Preparatory Class: Yes

Grade level: 11-12

Honors available: No

Advanced Placement available: No

**Course Description:** Web Development is an advanced year-long course designed to guide students in a project-based environment in the development of up-to-date concepts and skills used in the development of today's websites. Students will leverage their knowledge of programming to develop a thorough understanding of software engineering theory and best practices for programming within a web context using the building blocks of the World Wide Web: HTML, Cascading Style Sheets (CSS) and JavaScript. They will learn and follow the steps to create a website by planning, designing, developing, deploying, and maintaining of the website projects. Students will learn what it takes for a career in Web Development as they complete projects and create their own Web portfolio, develop oral presentation and listening skills by interviewing mock clients to gather requirements, participating in site and code reviews and presenting deliverables such as website plans, sitemaps, wireframes and prototypes and well as data models. By the end of the course, students will have applied the theoretical and practical software engineering techniques to produce web applications.

Computer Science Teacher Association (CSTA) standards and Career Technical Education (CTE) standards form the framework for the course.

### ***College-Preparatory Elective***

### **Learning Lab 3**

Core/College Preparatory Class: Yes

Grade level: 11

Honors available: No

Advanced Placement available: No

**Course Description:** This course helps students who qualify for special education services. The course is designed to give support to students with learning disabilities and give them strategies to help them be successful in their education through small group instruction to meet the needs of each student's individual education plan (IEP). Students are given instruction in the least restrictive environment.

### ***Physical Education/Health***

#### **Physical Education/Health**

Core/College Preparatory Class: No

Grade level: 9

Honors available: No

Advanced Placement available: No

**Course Description:** This course enables students to refine their skills and provides for the acquisition of skills necessary to participate in group activities and individual activities. Additionally, the effects of physical activity on dynamic health and the mechanics of movement cognitive concepts will be threaded through each of the activities. Students develop an in-depth understanding of the components of total health related fitness in a unit that emphasizes the physiological, and social benefits of a healthy, active life-style. All students must also be tested in the state physical fitness assessment. This course also assists students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; injury prevention and safety; nutrition and physical activity; growth and development. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

### ***ELECTIVES***

Electives courses are MSCP are additional courses that students may take to support in the students academic journey. While these courses do not have A-G designations, many of the courses support students towards mastery of the related content area(s) and building skills.

#### **Learning Lab 1, 2, 4**

Core/College Preparatory Class: No

Grade level: 9, 10, 12<sup>71</sup>

Honors available: No

Advanced Placement available: No

**Course Description:** This course helps students who qualify for special education services. The course is designed to give support to students with learning disabilities and give them strategies to help them be successful in their education through small group instruction to meet the needs of each student's individual education plan (IEP). Students are given instruction in the least restrictive environment.

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<sup>71</sup> 11<sup>th</sup> graders may take Learning Lab 3, which is listed under the College Prep Elective category and qualifies for A-G credits

### English 9 Support

Core/College Preparatory Class: No

Grade level: 9

Honors available: No

Advanced Placement available: No

**Course Description:** This course is designed for students who have difficulties in phonemic awareness, decoding, spelling, writing and literal comprehension, which usually reflect insufficient phonological processing. During this course, students master consonant blends and begin working with syllabication and morphological principles as well as interpretive comprehension strategies. Its emphasis is on building the foundations of phonemic awareness, vocabulary development, comprehension, text reading, word recognition, and writing.

### Procedural Integrated Math 1

Core/College Preparatory Class: No

Grade level: 9

Honors available: No

Advanced Placement available: No

**Course Description:** This course is designed to assist students in mastering arithmetic concepts and skills. Materials should include a wide range of difficulty, starting with simple one-step problems and progressing to multi-step problems to ensure student success. Units should include whole numbers and their operations, rational numbers and their operations, symbolic notation, equations and functions, the coordinate plane, graphing proportional relationships, Algebra, and Geometry.

### Dual Enrollment Courses

The Dual Enrollment program will offer college level credit-bearing courses and experiences to prepare students for college and ultimately for the fields of STEM.

The STEM Prep Board of Directors and the Los Angeles Community College District (LACCD) entered an agreement to offer a matrix of community college courses that are aligned to the CA state standards of high school courses. These courses may meet graduation requirements, add an enriched curriculum, and offer additional options for high school students who are pursuing a high school diploma, career preparation, and a smooth transition to college.

### Counseling 040

Grade level: 9-12

**Course Description:** Students explore issues related to higher education that contribute to student success. Topics will include an overview of academic success skills, value and purpose of higher education, Los Angeles Trade Tech College and Los Angeles Community College District policies and procedures, ethics and responsibility, diversity in higher education, educational strategies and planning, interpersonal communication, career development, health issues, and self-assessment techniques.

### English 101X

English 101X is a course in critical reading and prose writing designed to refine the student's skills in thinking logically, reading carefully, and writing effectively. Stress is placed on the organization and composition of objective expository essays, including the research paper. Course content is identical to English 101 with one additional lab support hour for students whose MMAP placement suggests such support is needed.



### English 102

This course develops critical thinking, reading, and writing skills beyond the level achieved in English 11. It emphasizes logical reasoning, analysis, and strategies of argumentation using literature and theories of literary criticism. Evaluations are made of texts that reveal the multicultural/global aspects of society, which include traditional and contemporary forms in fiction, poetry, essays, and drama.

### Counseling 020

This course introduces students to the role of higher education in society and to their role as students. Students explore personal attributes needed for college success, critical thinking and effective study strategies, relating to others in a diverse world, the career planning, decision making process, transfer planning and developing a student educational plan (SEP). This course will also provide students with an overview of campus resources and policies.

### ***INTERVENTION AND ENRICHMENT PROGRAMS***

The framework of our intervention supports is our adaptation of the multi-tiered system of support (MTSS) model described in detail below in *Element 1: Meeting the Needs of All Students*. The MSCP MTSS framework includes academic, behavioral, and social-emotional supports and has three tiers or layers of support for students. Potential intervention programming includes:

- Small group tutoring after school or on Saturdays
- Summer school
- Credit recovery through Apex Learning, a credit recovery program
- Academic contracts
- Restorative conversations
- Class circles
- Behavior contracts
- Small student groups with PUC counselor (Girls Group, Mental Health Club)
- Reflection groups
- Individualized Restorative Plan
- Emergency mental health supports

We know how important engaging enrichment offerings are for high school students to help them learn more about themselves and the world around them and express themselves in different ways. These activities also provide crucial social-emotional learning and development of collaboration and cooperation between diverse peers. Enrichment programming at MSCP consists of course electives (e.g. computer science courses), acceleration opportunities through AP and Honors classes, our STEM pathway certification program, and a wide variety of student clubs and extracurricular activities including:

- Anime Club
- Art Club
- Black Student Union
- Book Club
- Broadcast Club
- Cheer Club

- Culinary Club
- Dungeons & Dragons Club
- Eco-Apparel Club
- ESports
- Financial Literacy Club
- Friendship Club
- Gay-Straight Alliance (GSA)
- Makers Club
- Native Garden Club
- Robotics
- Student Athlete Advisory Club (SAAC)
- Spanish Honors Society
- Student Council
- Tabletop (Board Games) Club
- Weight Training Club
- Yearbook / Broadcasting Club

We also offer competitive interscholastic sports under the California Interscholastic Federation (CIF), including:

- Girls Volleyball
- Boys Volleyball
- Coed X Country
- Girls Soccer
- Boys Soccer
- Girls Basketball
- Boys Basketball
- Coed Swimming

### ***CURRICULAR AND INSTRUCTIONAL MATERIALS***

MSCP uses materials aligned with the state standards to support the curriculum. Teachers in each content area may work with the school principal or administrator designee to gain approval for the use of alternative materials than those listed in this charter petition.

### ***Textbooks and Other Curricular Resources***

#### **English Language Arts & Development**

SpringBoard California ELA & ELD Grades 9-12  
 CollegeBoard Pre-AP 1 (9th grade)  
 CollegeBoard Pre-AP 2 (10th grade)  
 Novels, non-fiction primary sources

#### **Mathematics**

Illustrative Mathematics - Kendall Hunt  
 James Stewart's CALCULUS – Cengage Learning  
 Math 180 - Houghton Mifflin Harcourt

Intro to Data Science - UCLA

### Science

Living Earth - Houghton Mifflin Harcourt  
Physics in the Universe - Houghton Mifflin Harcourt  
Chemistry and Earth Systems - Houghton Mifflin Harcourt  
AP Biology - Campbell Biology in Focus, AP Edition

### STEM Academy

Biomedical Innovations - Project Lead The Way  
Computer Science A - Project Lead The Way  
Computer Science Essentials - Project Lead The Way  
Computer Science Principles - Project Lead The Way  
Engineering Design and Development - Project Lead The Way  
Human Body Systems - Project Lead The Way  
Introduction to Engineering Design - Project Lead The Way  
Medical Interventions - Project Lead The Way  
Principles of Biomedical Science - Project Lead The Way  
Principles of Engineering - Project Lead The Way

### Social Studies

Teachers' Curriculum Institute (TCI), History Alive!, California Edition  
Advanced Placement United States Government & Politics, 3rd Edition - Perfection Learning  
America's History, For the AP® Course. 10th edition. BFW Publishing, 2021  
Ways of the World with Sources for the AP® Modern Course. 4th edition. BFW Publishing, 2020

### World Languages

Reflexiones: introducción a la literatura hispanica - Pearson  
Temas: AP Spanish Language and Culture – Vista Higher Learning  
Descubre Level 1 – Vista Higher Learning  
Descubre Level 2 – Vista Higher Learning  
Nuevos mundos, Tercera edición -- Wiley  
Imagina Español sin barreras -- Vista Higher Learning

### Visual and Performing Arts

AP Studio Art 2-D Design - Collegeboard  
Procreate - Savage Interactive Pty Ltd  
Affinity Photo 2 - Serif Labs  
Web Design - America on Tech

### College Preparatory Electives/Electives

Glencoe Health © 2022 - McGraw Hill  
Read 180  
Math 180  
SpringBoard California ELD Grades 9-12  
National Geographic Learning - Inside the USA

### Educational Software and Online Resources

- Actively Learn
- Quill
- Fusion 360 - Autodesk
- Google Classroom
- AP Classroom
- NWEA MAP Growth
- Houghton Mifflin Harcourt Reading Inventory
- Peardeck

### COMPREHENSIVE COURSE LIST

All of MSCP's courses have been designed in alignment with the state standards including CA CCSS and NGSS. Graduation requirements also have been designed to meet the UC/CSU "A-G" requirements, as shown here. To be eligible for graduation from MSCP, students must complete all required courses with a grade of C or better.

MSCP will offer the following courses:

#### **Course Sequences**

\* Indicates a semester course

Subject Area	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
ELA (UC/CSU B category)	English 9 or English 9 Honors English 9 Literacy & Language	English 10 or English 10 Honors or English 10 Literacy & Language	English 11 or English 11 Literacy & Language or English 11 Literacy & Language Honors or AP English Language & Composition	English 12 or English 12 Literacy & Language or AP English Literature & Composition
ELD (UC/CSU A category)	ELD 1	ELD 1	ELD 1	ELD 1
Math (UC/CSU C category)	Integrated Math 1 or 2	Integrated Math 1, 2 or 3 or 3 Honors	Integrated Math 2 or 3 or 3 Honors or AP Calculus AB	Introduction to Data Science or AP Calculus AB or AP Calculus BC
History/Social Science (UC/CSU A category)		World History or AP World History	US History or AP US History	US Government* and Economics* or AP Government* and Economics*
Science (UC/CSU D category)	The Living Earth or Physics in the Universe or Honors PLTW Principles of	Chemistry of the Earth or Honors PLTW Principles of Biomedical Science	The Living Earth or Physics in the Universe or PLTW Principles of	AP Biology or AP Physics 1 or Honors PLTW Human Body Systems or PLTW

	Biomedical Science or Computer Science Essentials	or Honors PLTW Human Body Systems or PLTW Principles of Engineering or Computer Science Essentials or AP Computer Science Principles	Biomedical Science or Honors PLTW Human Body Systems or PLTW Medical Interventions or PLTW Principles of Engineering or Computer Science Essentials or AP Computer Science Principles or AP Computer Science A	Medical Interventions or Honors PLTW Biomedical Innovations or PLTW Principles of Engineering or Honors PLTW Engineering Design and Development or AP Computer Science Principles or AP Computer Science A or Cybersecurity
Language other than English (UC/CSU E category)	Spanish 1 Non-native or 2 or Spanish 2 Native or Spanish 2 Non-Native or AP Spanish Language and Culture	Spanish 1 Non-native or Spanish 2 Non-native or Spanish 2 Native or AP Spanish Language and Culture or AP Spanish Literature and Culture	Spanish 2 Native or Spanish 2 Non-native or AP Spanish Language and Culture or AP Spanish Literature and Culture	AP Spanish Literature and Culture
Visual and Performing Arts (UC/CSU F category)			Web Design	Art or AP 2-D Art and Design or Web Design
College Prep Elective (UC/CSU G category)			Learning Lab 3	
Physical Education/Health	Physical Education/Health			
Electives	English 9 Support or Procedural Integrated Math 1 or Learning Lab 1	Learning Lab 2		Learning Lab 4
Dual Enrollment	Counseling 040 Counseling 020			

(College level courses)	English 101x *meets UC/CSU A Category
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### **INSTRUCTIONAL METHODS AND STRATEGIES**

The table in the section “Curricular and Instructional Design of the Education Program: Key Educational Theories and Research, above, describes overall instructional strategies and approaches that have been implemented at the school. Additionally, teachers employ a variety of specific instructional practices in the classroom, including the following:

- ***Teacher-as-Facilitator***  
In a learning environment that seeks to support students in becoming self-directed, life-long learners, the primary role of the teacher is to guide learning rather than direct it<sup>72</sup>. At MSCP, the teacher acts as a coach, providing frameworks for learning and helps students build on their strengths and interests.
- ***Cooperative Learning***  
Cooperative learning supports the MSCP vision in a number of ways. In guiding effective small-group learning, MSCP teaches students the communication and team-building skills that are essential to life in the 21<sup>st</sup> century (please see section “What It Means to be and Educated Person in the 21<sup>st</sup> Century”). As students work together to solve problems and determine work processes, they begin to direct their own learning.
- ***Scaffolding***  
Scaffolding instruction is based on Vygotsky’s socio-cultural theory of learning and the zone of proximal development, and relates to the Teacher-as-Facilitator role<sup>73</sup>. Teachers identify the current developmental skills of individual students and of classes and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and the teacher begins to remove the supports.
- ***Lecture/Modeling***  
Direct instruction, specifically lecture and modeling with question and answer opportunities for checking off understanding, is a methodology that is used when teachers need to explain or demonstrate specific content and skills. This methodology serves an important role when combined with other instructional strategies, as it helps introduce or reinforce concepts quickly, and efficiently. It is also helpful for students who are primarily auditory learners.

MSCP provides a standards-aligned, appropriate, challenging curriculum with the conviction that all students can learn. To this end, teachers implement various instructional methods and strategies to effectively deliver the curriculum to all students.

Teachers use an inquiry-based lesson cycle across the curriculum, which allows students to explore content as teachers act as the facilitator of learning. The inquiry-based lesson cycle takes place in every discipline as described by various disciplines in the section, *Curriculum and Instruction* (#13). The

<sup>72</sup> <https://web.archive.org/web/20010801152913/http://tip.psychology.org/vygotsky.html>

<sup>73</sup> Ibid.

inquiry-based lesson cycle involves 5 components that are typically delivered over multiple days. These components are as follows:

- Engage: The Engage is an opportunity for teachers to introduce the topic and create a curiosity episode in students and gets them excited through a common experience about the learning that will occur. The Engage is a quick task, allows for discourse, and is related to the real-world or is relevant to students.
- Explore: The Explore is an opportunity for students to use prior knowledge to answer an essential question or solve an essential problem. The essential question or problem is open-ended and allows for student discourse. During the Explore students experience a productive struggle as they work together to persevere through the challenge. The Explore is student centered and yields actionable data for the teacher to use in guided instruction.
- Guided Instruction: Guided Instruction is an opportunity for students to acquire the critical content knowledge and skills needed to solve or answer the learning target. The critical knowledge and skills are also needed for students to continue to persevere through the essential question or problem. It is structured and planned and guided by the data the teacher gathers during the Explore. Guided instruction allows for discourse and check for understanding questions are continuously used to determine further instruction or readiness for practice.
- Practice: Practice is an opportunity for students to practice the critical content knowledge and skills needed to master the learning target. Practice is differentiated based on student needs and can be leveled so students practice based on their current level of understanding. Practice allows for discourse and requires that student think critically about the content and justify their reasoning. Practice prepares students for the closure and can include a revisit of the essential question or problem.
- Closure: Closure is an independent assessment for students to show their mastery on the learning target. It measures student mastery of critical content and skill through use of a rubric and contains opportunity for reflection, feedback, and goal setting. Closure is differentiated based on student needs and the teacher and students use the results to determine next steps.

The inquiry-based lesson cycle is fluid and driven by data. Therefore, the process can take place over 1 or more days and teachers can revisit different components of the lesson cycle as needed. The most critical piece of the inquiry-based lesson cycle relies on student ability to persevere through challenges. Students are taught perseverance strategies in all classes. Some of these strategies include

- Close reading and annotations strategies such as CATCH (Circle unfamiliar words; Acknowledge confusion; Talk to the text with comments; Capture main ideas; Highlight important information) to work through difficult informational and literary text.
- Claim, Evidence, and Reasoning (CER) to develop argumentative essays founded on textual evidence.
- ACE'M to solve a novel problem through Approaching the problem (annotate, ask questions), Creating a plan (use givens, identify the models, establish connections), Executing the plan (follow the plan until goal is met), and Monitoring the plan (continuously examine and revise the plan).

Pacing and differentiation are instructional methods implemented across the curriculum. All students are actively encouraged to challenge themselves and take courses that both benefit and interest them.

Each teacher is cognizant of students' abilities and interests and makes every effort to maximize their engagement and success. For example, those students who show interest in and are advanced in mathematics are able to take courses in Engineering. Students who show an interest in and are advanced in science are able to take courses in Bio-Medicine. Additionally, students may begin to take AP level courses their sophomore year, in order to begin earning college credit.

MSCP also encourages teachers to collaborate across disciplines in order to demonstrate linkages between different subjects in the real world. Focus on literacy in the Common Core standards is reflected in MSCP's school-wide programs such as, Writing across the Curriculum in which every student from every discipline practices writing in every class. Additionally, technology is implemented in every course of study from core subjects to non-core subjects; the use of technology is discussed in further detail in the next section (16). By making a rigorous and relevant curriculum accessible to all students, we attempt to prepare every student for college and/or career and make each of them a socially responsible and productive member of society.

### **INDEPENDENT STUDY**

MSCP offers independent study to students in accordance with applicable law and a board adopted policy.

### **HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS**

All of MSCP's courses have been designed in alignment with the California state standards ([www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss)) including the new California Common Core State Standards (CA CCSS) ([www.corestandards.org](http://www.corestandards.org)). Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, including new CA CCSS standards and designing lesson plans that ensure alignment to the CA CCSS.

All contents use learning targets to guide their planning. Learning targets include content and skills that are needed to master the CCSS standards, as well as the NGSS standards. The learning targets are written in the language of the CCSS targets for literacy and math and are at varying Depths of Knowledge (DOK) levels. Teachers are trained in the creating of learning targets and feedback is given by the administration and leadership to ensure alignment to CCSS and NGSS specifications. In order to better prepare our students for the specifications, MSCP has adopted the 70/30 shift of literary versus informational text in all grades. Additionally, MSCP uses Lexile Levels to assess text complexity of novels and texts used in classes. Lexile Levels are a measure of the difficulty of a text. Books are assigned a level range between 0 – 2000 with 0 being a beginner text and 2000 being an advanced text. Finally, teachers are trained in implementing learning targets and curriculum that is aligned to state and national standards through our inquiry-based lesson cycle. Training supports teachers in effectively implementing lessons where students are required to do the heavy cognitive lifting by exploring the learning target, in the form of an essential question or problem, before the teacher provides guided instruction. This allows students to use critical thinking skills, prior knowledge, and resources to problem solve tasks similar to what they will be exposed to on state assessments.

In order to support all learners, specifically our students that are English language learners, MSCP uses both an integrated and designated approach to the ELD standards. The integrated approach supports



students that are both newcomer and long-term English Language Learners in their content classes, through use of scaffolds and supports. The designated ELD is also designed for all English Language Learners. In the ELD class, newcomer EL students and EL students in need of more intensive intervention are taught in a small setting where they learn both basic English skills as well as the academic language needed to thrive in high school. MSCP also offers a Language and Literacy (L & L) course for intermediate and long term ELs. In this course, the L & L teachers use the ELD standards to design lessons that help students master their academic fluency. Through both the integrated and designated approaches, MSCP teachers use the new ELD standards to design lessons and supports for our English Language Learners.

### **HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY**

MSCP trains teachers on effective implementation of technology into the classroom to support the instructional program. To build in the 21<sup>st</sup> Century skills needed to thrive in college and beyond, MSCP's core values include creating students that are literate in computer skills and technology. For this reason, MSCP offers a variety of computer sciences as elective courses. Skills that students learn in their computer science courses range from keyboarding, word processing, coding, and programing. All computer science teachers are trained in the most up-to-date strategies and curriculum through Project Lead the Way, (PLTW), a non-profit that develops STEM curricula for use by elementary, middle, and high schools. In addition to computer science, MSCP offers a pathway for students to complete a certificate in Engineering, also through Project Lead the Way. Students in the engineering pathway learn strategies such as the design process, circuit design, 3D modeling, and digital electronics while using the same industry-leading technology and software as are used in the world's top companies. Aside from our computer science and engineering electives, students are immersed in technology in their core and elective classes on a daily basis.

Teachers are trained in implementing technology into their classes as a means to support the instructional objectives of the class. Online platforms include Google Classroom for creating assignments and assessments, checking for understanding, surveying students, and student submission of required assignments. Teachers and the leadership team also use assessment systems, such as Northwest Evaluation Association (NWEA) for benchmark testing and Pear Assessment for creating classroom and performance task assessments. Both NWEA and Pear Assessment resemble the type of testing students will encounter during their state CAASPP tests in grade 11. The NWEA assessment is computer adaptive and Pear Assessment allows teachers to create assessments that include the functions and tools that are found on state tests, such as drag and drop, brief writes, embedded calculators, audio clips, and graphing. Students take these assessments through the online platforms that allow for quick feedback and results. Additional uses of technology include programs such as Actively Learn, where students can annotate, highlight, and make comments on written articles. This is also similar to the functions available on the reading passages on the CAASPP assessment.

Other ways that technology is incorporated into the classroom are through the use of computers to conduct research online, create projects through programs such as PowerPoint and write essays using programs such as Word. Each student is provided a laptop which is assigned to them for their entire career at MSCP and that they use at school and at home. Students also have access to additional technology such as 3D printers, digital cameras, and equipment commonly found only in high end laboratories like centrifuges and thermal cyclers for polymerase chain reactions. MSCP has invested in

the increase of technology in every classroom, to ensure preparedness for state testing which is conducted entirely online.

### **GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED) AND A-G REQUIREMENTS**

Math and Science College Prep (“MSCP” or “Charter School”) believes that all students have the ability to thrive in STEM. In order to fulfill our mission of disrupting the status quo for people of color by giving them access to the fields of STEM, our graduation requirements meet or exceed the minimum California high school graduation requirements. This includes the opportunity to meet the minimum ‘A-G’ requirements that set forth the minimum standards for admission to California State University and University of California Colleges.

#### **Course Requirements**

Students are expected to meet the MSCP Graduation Requirements set forth below. A minimum of 200 credits must be met. Each course shall have a duration of one school year, unless otherwise specified and must be completed with a passing grade. MSCP students may also meet the following California Minimum Graduation Requirements with a minimum of 130 credits below, requiring final approval by the Chief Academic Officer (CAO) or designee.

Each course shall have a duration of one school year, unless otherwise specified and must be completed with a passing grade.

<b>Category</b>	<b>MSCP Graduation Requirements (High School Diploma)</b>	<b>CA Minimum Graduation Requirements (High School Diploma)</b>	<b>Certificate of Completion (Not a High School Diploma)</b>
History/Social Science ('a')	3 years required (30 credits)	3 years required (30 credits)	The Certificate of Completion is an alternative pathway for high school completion that does not result in a high school diploma. This is an option for students with disabilities on an <u>Alternate Curriculum</u> and must be written into the student's IEP. There is not one set pathway for students on a COC, as their coursework is dependent on the individual student's strengths and needs and outlined in the student's IEP.
English ('b')	4 years required (40 credits)	3 years required (30 credits)	
Mathematics ('c')	3 years required (30 credits)	2 years required (20 credits)	
Science ('d')	2 years required (20 credits)	2 years required (20 credits)	
Language Other than English ('e')	2 years required (20 credits) or level 2	1 year required (10 credits)	
Visual/Performing Arts ('f')	1 year required (10 credits)		
College Prep Elective ('g')	1 year required (10 credits) or additional 1 year required (10 credits) from 'a-f' categories	Not Applicable	
High School Electives	Up to 4 years required (40 credits)	Not Applicable	
Physical Education	1 year (10 credits)	2 years (20 credits)	

			<b>CA Ed Code</b> According to <a href="#">California Education Code</a> , schools may award students with exceptional needs a certificate of completion if <b>one of the following</b> requirements are met: <ul style="list-style-type: none"> <li>• The student has completed a prescribed alternative course of study that was identified in their IEP</li> <li>• The student has satisfactorily met their IEP goals and objectives during high school, as determined by the IEP team</li> <li>• The student has satisfactorily attended high school, participated in the instruction as prescribed in their IEP, and has met the objectives of the statement of transition services</li> </ul>
<b>Total Credits</b>	<b>200 credits</b>	<b>130 credits</b>	<b>No credit requirement</b>

Because the prescribed courses of study may not accommodate the needs of some students, including foster and homeless youth, Math and Science College Prep will provide alternative means for the completion of prescribed courses as needed in accordance with State and Federal law and STEM Prep’s Board-approved policy.

The following outlines the minimum credit requirements by grade level for students on a non-alternate pathway to receive a high school diploma from MSCP.

Grade Level Promotion (Matriculation)		Credit Progression	
Credits required to graduate	200	Semester 1	Semester 2
Grade 9	Attempted Credits in Grade 9: 60	22.5 or more	45 or more

	Total credits required to matriculate to next grade level: 50		
Grade 10	Attempted Credits: 60 Attempted Credits in Grades 9-10: 120 Total credits required to matriculate to next grade level: 100	67.5 or more	90 or more
Grade 11	Attempted Credits: 60 Attempted Credits in Grades 9-11: 180 Total credits required to matriculate to next grade level: 150	112.5 or more	135 or more
Grade 12	Attempted Credits: 60 Attempted Credits in Grades 9-12: 240 Total Credits required to graduate: 200	170 or more	Graduate

MSCP offers a variety of interventions and safeguards to ensure all students progress through the grade level credit requirements in four years. Any student who is at risk of retention will participate in credit recovery intervention meetings with their parent/guardian, counselor, and administration and plans are made to help the student recover credits and pass courses.

### ***CREDIT RECOVERY OPPORTUNITIES***

When students need extra help to earn credits, the following supports are provided:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and/or Math
- Tutoring After School or Saturdays

Students have the opportunity to take summer session credit recovery on campus through in-person classes. For students who need credits for a single course for a single semester, students may enroll and complete credit recovery online through Apex Learning, self-paced online “a-g” approved courses reviewed by MSCP credentialed teachers. Academic support/intervention classes in English and/or Math are built into the class schedules of students to provide time for students to explore additional concepts and skills in core subjects. Teachers provide tutoring on a regular basis to provide additional time to re-teach concepts, to work on extra practice, to ask questions and prepare the student for reassessment. Students work with the counseling department to choose the best option for the student and family.

Students not completing graduation requirements by the end of the summer following their 4th year are welcome to continue at MSCP until requirements are met in accordance with applicable state laws.

### ***ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS***

To determine whether a student transferring into Math and Science College Prep has met the course requirements, Math and Science College Prep’s Director of Counseling follows our procedures to evaluate the comparability of the course and/or student’s understanding of the course content. Such procedures include methods for determining the number of years of school attendance, the specific courses completed by the student and the value of credits earned. Math and Science College Prep shall

accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic, nonsectarian school or agency.

The Counselors meet with new transfer students within the first week of enrollment to review transcripts and create an individualized plan for the student, including a course plan to meet graduation requirements. The college counselors use the school information system, Power School, to keep track of course requirements and track student progress.

***HOW THE CHARTER SCHOOL IMPLEMENTS THE GRADUATION EXEMPTION FOR STUDENTS WHO QUALIFY (PURSUANT TO ED. CODE SECTION 51225.1).***

As a public school, MSCP welcomes all students regardless of their family's circumstances. Every effort is made to help students connect with the resources and opportunities they need to succeed. This can include adapting graduation requirements as necessary for students who are in foster care, experiencing homelessness, involved with juvenile courts, in a military family, migratory, or newcomers to the country in alignment with the law. If any students in these circumstances are at risk of not graduating, they may be placed on the state minimum graduation requirements and exempt from any MSCP graduation requirements that exceed the state's minimum requirements.

***HOW THE CHARTER SCHOOL'S INSTRUCTIONAL PROGRAM PROVIDES OPTIONS THAT ENSURE STUDENTS ARE PREPARED FOR COLLEGE/CAREER AS MEASURED BY THE CALIFORNIA DEPARTMENT OF EDUCATION'S COLLEGE/CAREER INDICATOR.***

MSCP ensures all students meet the "Prepared" level on the CDE's new College/Career Indicator by achieving a High School Diploma and any one of the following criteria for College and/or Career – we note that we focus intensively on the "College" preparedness factors in particular:

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

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

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

- Smarter Balanced Summative Assessments Receive a score of Level 2 “Standard Nearly Met” on both ELA and mathematics
- College Credit Courses Complete one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credits are awarded
- UC and CSU a–g requirements Complete a–g course requirements with a grade of C or better.<sup>74</sup>

### **WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION**

In 2015, MSCP received an initial accreditation through June 30, 2018, followed by a second full authorization through June 2024. In May 2024, MSCP received renewal accreditation through June 30, 2030.

### **HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS**

In compliance with California Education Code Section 52060(d)(iii), MSCP provides all students and parents/guardians with a course catalog or its equivalent and informs parents/guardians about graduation and college entrance requirements as well as the transferability of courses to other public high schools. This information is explained in the MSCP Family-Student Handbook, which is distributed to all families upon enrollment through a hardcopy and online. The handbook is translated into Spanish. Additionally, MSCP offers a variety of workshops for parents/guardians throughout the year where this information is shared. The workshops are conducted in both English and Spanish.

MSCP has received full accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University’s “A-G” course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses are transferable to other local high schools.

### **TRANSITIONAL KINDERGARTEN – NOT APPLICABLE.**

## **ACADEMIC CALENDAR AND SCHEDULES**

### **ACADEMIC CALENDAR**

MSCP follows the LAUSD school calendar in an effort to accommodate parents who have younger children in LAUSD elementary schools and middle schools. The following is the draft 2025-26 calendar for MSCP.

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<sup>74</sup> <https://www.cde.ca.gov/ta/ac/cm/documents/cccollege.pdf>



## Math and Science College Prep

School Year: August 11, 2025 to May 28, 2026

SEPTEMBER							
Week	Mo	Tu	We	Th	Fr	Sa	Su
4	1	2	3	4	5	6	7
5	8	9	10	11	12	13	14
6	15	16	17	18	19	20	21
7	22	23	24	25	26	27	28
8	29	30					

9/1 Labor Day (No School)

21 Instructional Days

NOVEMBER							
Week	Mo	Tu	We	Th	Fr	Sa	Su
13	3	4	5	6	7	8	9
14	10	11	12	13	14	15	16
15	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

11/11 Veteran's Day

11/24-26 Fall Break

11/27-28 Thanksgiving

14 Instructional Days

January							
Week	Mo	Tu	We	Th	Fr	Sa	Su
	5	6	7	8	9	10	11
19	12	13	14	15	16	17	18
20	19	20	21	22	23	24	25
21	26	27	28	29	30	31	

12/22-1/02 Winter Break

1/2 Pupil Free Day (No School)

1/5 First Day of 2nd Semester

1/19 MLK Jr. Day (No School)

19 Instructional Days

MARCH							
Week	Mo	Tu	We	Th	Fr	Sa	Su
							1
26	2	3	4	5	6	7	8
27	9	10	11	12	13	14	15
28	16	17	18	19	20	21	22
29	23	24	25	26	27	28	29
30	30	31					

3/27 Pupil Free Day (No School)

3/30-4/3 Spring Break

19 Instructional Days

MAY							
Week	Mo	Tu	We	Th	Fr	Sa	Su
33					1	2	3
34	4	5	6	7	8	9	10
35	11	12	13	14	15	16	17
36	18	19	20	21	22	23	24
37	25	26	27	28	29	30	31

5/25 Memorial Day (No School)

5/28 Last Day of School

20 Instructional Days

AUGUST							
Week	Mo	Tu	We	Th	Fr	Sa	Su
						1	2
						3	4
1	11	12	13	14	15	16	17
2	18	19	20	21	22	23	24
3	25	26	27	28	29	30	31

8/11 First Day of School

15 Instructional Days

OCTOBER							
Week	Mo	Tu	We	Th	Fr	Sa	Su
8			1	2	3	4	5
9	6	7	8	9	10	11	12
10	13	14	15	16	17	18	19
11	20	21	22	23	24	25	26
12	27	28	29	30	31		

10/3 Pupil Free Day (No School)

22 Instructional Days

DECEMBER							
Week	Mo	Tu	We	Th	Fr	Sa	Su
16	1	2	3	4	5	6	7
17	8	9	10	11	12	13	14
18	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

12/22-1/2 Winter Break

15 Instructional Days

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

2/16 Presidents' Day (No School)

19 Instructional Days

APRIL							
Week	Mo	Tu	We	Th	Fr	Sa	Su
30			1	2	3	4	5
31	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
32	20	21	22	23	24	25	26
33	27	28	29	30			

3/30-4/3 Spring Break

19 Instructional Days



**Math and Science College Prep**  
School Year: August 11, 2025 to May 28, 2026

<b>LEGEND</b>	
No attendance will be reported on ELOP days, but all students are still expected to participate and these are contracted work days for staff.	
Total Instruction Days	182
Holidays (all schools and offices closed)	7
School Breaks (Thanksgiving, Winter, and Spring)	17
Pupil Free Days - Staff PD	3
Monday Schedule (all periods; early release)	34
Tuesday-Friday Schedule	145
Tuesday-Friday Minimum Day Schedule	3



## SAMPLE DAILY SCHEDULES

Please see the below Daily Sample Schedules, with Monday's designated "Early Release" Days, and Tuesday-Friday representing our "Regular" Day.

Monday			Tuesday-Friday Minimum Day		
7:00 AM - 8:25 AM	Morning enrichment		8:30 AM - 10:15 AM	Period 1/2	105 minutes
8:30 AM - 9:20 AM	Period 1	50 minutes	10:20 AM - 12:05 PM	Period 3/4	105 minutes
9:23 AM - 10:13 AM	Period 2	50 minutes	12:05 PM - 12:35 PM	Lunch	30 minutes
10:16AM - 10:26AM	Homeroom	10 minutes	12:40 PM - 2:25 PM	Period 5/6	105 minutes
10:26 AM - 11:16 AM	Period 3	60 minutes			
11:19 AM - 12:09 PM	Period 4	50 minutes			
12:09 PM - 12:39 PM	Lunch	30 minutes			
12:42 PM - 1:32 PM	Period 5	50 minutes			
1:35 PM - 2:25 PM	Period 6	50 minutes			
2:30 PM - 6:00 PM	Afternoon enrichment Site/Department PDs				
Tuesday-Friday					
7:00 AM - 8:25 AM	Morning enrichment				
8:30 AM - 10:30 AM	Period 1/2	120			
10:30 AM - 10:50 AM	Nutrition	20 minutes			
10:55 AM - 11:05 PM	Homeroom	10 minutes			
11:05 AM - 1:05 PM	Period 3/4	120			
1:05 PM - 1:35 PM	Lunch	30 minutes			
1:40 PM - 3:40 PM	Period 5/6	120			
3:45 PM - 6:00 PM	Afternoon enrichment				

## INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	145	370	34	320	3	315	0	0	182	64800	65475	675
10	Yes	145	370	34	320	3	315	0	0	182	64800	65475	675
11	Yes	145	370	34	320	3	315	0	0	182	64800	65475	675
12	Yes	145	370	34	320	3	315	0	0	182	64800	65475	675

## EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379 – N/A.

## PROFESSIONAL DEVELOPMENT

### PROFESSIONAL DEVELOPMENT

MSCP believes in self-directed lifelong learning. MSCP aspires to instill in those values in students and expects that commitment from staff. MSCP offers a robust ongoing professional development program that ensures that teachers have the skills to deliver the proposed instructional program.

#### Common Core PD

Through our collaborative approach to professional development, teachers discover new and innovative ways to address the CCSS and other standards in their classes. Teachers meet as a grade level, department, and whole school to unpack standards and learning targets that address the higher cognitive demands of the Depths of Knowledge (DOK) required by Common Core. Professional development also focuses on close reading and deep analysis strategies in all contents to support the Standards for Mathematical Practice and ELA Anchor Standards outlined in the Common Core standards. Collaboration and data analysis are the core of our meetings.

#### Project Lead the Way (STEM) PD

MSCP uses Project Lead the Way as a means to engage students in our STEM focus. PLTW provides a two-week professional development training session for every PLTW teacher. The focus is on implementing an innovative curriculum that enables students to think critically while engaging in STEM focused projects.

#### **Summer Training:**

MSCP holds a two-week mandatory summer training program for all teachers new to MSCP. All returning instructional staff, join the new staff the second week for whole school professional development. During this time, a heavy emphasis is placed on:

- Building the school culture (Restorative Practices);
- Culturally Responsive Teaching
- Planning backwards (McTighe & Wiggins for curriculum mapping); <sup>75</sup>
- Data-driven decision-making, including training on the school's data management systems;
- Differentiated instruction, including strategies for meeting the needs of EL and special education students;
- Standards-based grading (Continuous Learning)
- Literacy (reading and writing) across the curriculum
- Rigor in the classroom (Inquiry-Based STEM Prep Lesson Cycle)

#### **Weekly Professional Development Time:**

MSCP has Early Dismissal Days once a week in order to provide teachers with a 2-hour block of professional development and collaboration time. The specific topics addressed during the professional development and collaboration time include reinforcement of those topics introduced during the Summer Training, as well as new topics selected based on the specific and current needs of the staff, students and school community. The on-going professional development program is heavily driven by data collected through 1) teacher self-assessments, 2) classroom observations and 3) disaggregated student test scores that identify not only the areas of core curriculum weakness, but also those student sub-groups that are in need of additional focus. New topics included in the weekly professional development that support what was introduced during the summer typically include engagement strategies, creating assessments, student reflections, feedback, and academic discourse.

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<sup>75</sup> McTighe, J., & Wiggins, G. (2005). Understanding by design: Expanded 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development.

The weekly 2-hour Early Dismissal professional development and collaboration time is typically broken down as follows.

- 1 Hour of “formal” Professional Development, facilitated by the following resource personnel.
  - Instructional and Department Leaders
  - School Administration
  - Teacher Leaders/Mentor Teachers
  - External trainers from the relevant curriculum, as needed
  - Special education and EL experts
- 1 Hour of Collaboration and Common Planning Time

#### **Common Planning Time:**

MSCP understands that teacher collaboration is critical to creating both a professional learning environment as well as a support structure for teachers. Through early release days, time during the day via the bell schedule, and full-day professional development days, teachers plan together and review student data.

- Grade Level- Teachers have the opportunity to meet in their grade-level teams biweekly to discuss individual students’ progress, interdisciplinary projects, grade level norms, and/or other relevant topics.
- Content Area- Teachers have the opportunity to meet biweekly with other teachers in their content area. This enables teachers to share best practices and to seek one another’s advice for common challenges, as they unpack their curriculum and lesson plan together.

#### **Peer Visitation:**

Through coaching check-ins with teachers, MSCP has identified that a common challenge many teachers face is feelings of isolation. To prevent this feeling and to provide opportunities for valuable peer observations and learning opportunities that support teachers in developing their craft, MSCP promotes a safe, “open door” policy. Peer observations of all teachers by both content-area and grade-level peers occur regularly in an effort to foster a collaborative, supportive staff culture that ultimately leads to increased student achievement.

MSCP holds professional development sessions on best practices for conducting peer visitations and for providing feedback and support. These professional development sessions are led by the Principal, who is the instructional leader of the school. Peer visitations are intended to be positive experiences for both the visitor as well as the teacher being observed. Visitors have the chance to learn new instructional approaches and to be exposed to different styles of teaching. Meanwhile, the teacher being observed has an opportunity to demonstrate best practices (or in some cases, less intentionally, possible pitfalls) and to receive helpful peer feedback on their lesson plans and implementation.

#### **Principal Evaluation:**

While peer visitations both create unique learning opportunities and foster a sense of collaboration and support among staff, administration evaluations serve as an important professional development tool as well. MSCP develops a teacher evaluation template that all teachers receive on the first day of their employment. This template helps ensure that there are clear, high expectations for all teachers as to what the administration is looking for during formal evaluations and throughout the year. It should be noted that while administration may only conduct 2 formal evaluations during the year per teacher, they can be expected to visit classrooms informally daily.

## **TEACHER RECRUITMENT**

### **Teacher Recruitment (New Teacher Pipeline)**

As detailed above, STEM Prep began a robust new teacher pipeline in 2021 that supports Instructional Aides and other classified staff in their journey to earning a teaching credential. By investing in our own non-teaching employees to get degrees and credentials, STEM Prep is set on filling teaching roles with role models from the community. STEM Prep has established partnerships with Rivet School and San Jose State University to support staff in earning their Bachelor's degrees before starting a credential program. Rivet school is designed to be self-paced for those that prefer an atypical schedule, which has really supported our working parents in earning their BA, whereas San Jose State University, while still online, holds regularly scheduled classes for candidates that need more structure.

Then, moving on from the Bachelor's degree into a credential program is a smooth process for our employees as we established 2 credential program partnerships: Marshall Teacher Residency to provide a residency pathway, and Loyola Marymount University to provide an internship pathway. In addition, STEM Prep has partnered with two other charter management organizations in order to create our own residency model, Advance Teacher Residency Los Angeles, that is reflective and responsive to the needs of our staff members.

STEM Prep is investing in these partnerships and programs because there is a clear need for a strong pipeline of high-quality teachers. We are firm believers in investing in the people currently working in our classified positions, many of whom live in the community we serve and share backgrounds and lived experiences with our students. This investment breaks down barriers to earning a teaching credential for those staff members who we believe are ideal future teachers for our students.

### **Teacher Retention (Pride Priority)**

In 2022-2023, STEM Prep established "STEM Prep Pride" as an organizational priority. If we want to disrupt the status quo for minorities by getting them into the fields of STEM, we have to attract and retain individuals who embrace our mission and vision and find passion and joy in the work that goes into accomplishing this lofty goal. In order to retain these individuals, STEM Prep has to honor and recognize the commitment and sacrifices of individuals and support them with finding harmony between life and work to make STEM Prep the most desirable place to work.

As part of this priority, we implemented a variety of financial incentives to our staff members, such as a 6% raise, travel stipends for our employees with long commutes, and capping out of pocket health benefit costs. We implemented new, more inclusive leave policies that included bereavement for loss or termination of a pregnancy and created a 6-week sabbatical program for employees that have been with us for 8 or more years. We invested more money in Bachelor's degrees and credential programs for our up-and-coming staff, and we adjusted teacher workloads to be more focused on mission critical initiatives.

Through this priority, we were able to increase teacher retention across all three school sites from the 2022-2023 school year to the 2023-2024 school year by more than 6%. We are looking forward to seeing those teacher retention numbers continue to grow as we continue the work that we have done with STEM Prep Pride as well as our New Teacher Pipeline.

## MEETING THE NEEDS OF ALL STUDENTS

### MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MSCP uses a multi-tiered system of support (MTSS) to address the academic, behavioral, & social-emotional learning for all students. The MSCP MTSS framework has three tiers or layers of support for students. Tier 1 support is the foundation of the entire framework. It encompasses the whole student population with foundational practices and basic interventions. If further support is needed, staff can follow the school's Referral Process. Tier 2 is targeted intervention that is given to some students or small groups who may need extra assistance in meeting expectations. Tier 3 is intensive and individual intervention for those who may have significant challenges. Below is a chart detailing the tiered supports.

	<b>Academic:</b> MSCP utilizes an inquiry-based Lesson Cycle that is rooted in constructivism, emphasizes continuous learning (standards-based grading) and growth mindset.	<b>Behavioral:</b> MSCP is committed to Restorative Justice practices and the 5 Rs are the foundation: relationship, respect, responsibility, repair, and reintegration.	<b>Social-Emotional:</b> MSCP provides various resources that teach skills in identifying and managing thoughts, emotions, and behaviors to maintain positive and healthy lifestyles.
<b>Tier 1</b>	<p>Within Instructional Program:</p> <ul style="list-style-type: none"> <li>• Continuous Learning</li> <li>• Ongoing data analysis, collaboration between teachers and counselors at grade level meetings <ul style="list-style-type: none"> <li>○ Progress reports</li> <li>○ Check-ins with students at-risk</li> <li>○ Phone calls home for non-proficient students and tutoring contracts</li> <li>○ Powerschool portal for students and parents</li> </ul> </li> <li>• Data-driven class placement</li> </ul> <p>Testing-Specific:</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Mock exams</li> <li>• Test prep- within scope and sequence, and Saturday schools</li> </ul>	<p>Restorative Practices are always predicated on a base of positive relationships. Here are examples of intentional relationship building between staff and students:</p> <ul style="list-style-type: none"> <li>• Greeting students at door</li> <li>• Telling students you're happy to see them</li> <li>• Taking time to ask students how they're doing</li> <li>• Setting clear expectations</li> <li>• Holding students accountable consistently</li> <li>• Being able to say sorry if you make a mistake</li> <li>• Attending after school activities and sports</li> <li>• Leading/facilitating student clubs and sports</li> <li>• Coming into students' space respectfully and genuinely</li> <li>• Checking in on specific students</li> <li>• Learning about students' backgrounds</li> <li>• Learning how to pronounce students' names correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Access to school counselor or another adult for 1:1 check ins</li> <li>• Homeroom SEL Lessons</li> <li>• Families receive a phone call for daily absences</li> <li>• An absence letter is mailed home to families once a student has been absent three times</li> <li>• Another letter is mailed home to families once a student has been absent six times, plus a phone conference with the SSC</li> <li>• Community Resource Referral</li> </ul>

		<ul style="list-style-type: none"> <li>• Answering questions when students ask you about yourself</li> <li>• Building students up in their confidence both academically and social-emotionally</li> <li>• Encouraging students to engage in school activities</li> <li>• Asking for feedback from your students</li> <li>• Initiating positive communication with families</li> <li>• Facilitating community circles with students</li> </ul>	
Tier 2	<ul style="list-style-type: none"> <li>• SSPT Referral</li> <li>• APEX (credit recovery)</li> <li>• Summer school</li> <li>• Small group tutoring</li> <li>• ML Passport + Integrated ELD</li> <li>• SWD Passport</li> <li>=</li> </ul>	<p>When students are not following the set expectations of the classroom, relationships remain the key in redirecting behavior. Teachers should rely on restorative practices as the least intrusive and more relationship-driven way to correct behavior, and pair it with a consequence that makes sense to harm that was done:</p> <ul style="list-style-type: none"> <li>• Restorative Conversations</li> <li>• Ask the student if there is a need that is not being met</li> <li>• Ask the student if they need to take a break</li> <li>• Follow up with the student after class</li> <li>• Full class restorative conversation or class circle</li> </ul> <p>Some consequences can include:</p> <ul style="list-style-type: none"> <li>• Phone call home</li> <li>• Phone call home where student talks to their parent about what happened</li> <li>• Provide student with reflection document</li> <li>• Schedule a restorative conversation before school, after school or during lunch</li> <li>• Have the student create an apology letter</li> <li>• Move seats</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups with PUC counselor (Girls Group, Mental Health Club)</li> <li>• Reflection groups</li> <li>• Students absent between seven to fourteen times continue to receive an attendance letter, as well as have a meeting with the site attendance support team (SSC, counselor, administrator); a home visit may also be done</li> <li>• Accommodations through an IEP</li> </ul>

		<ul style="list-style-type: none"> <li>• Implement behavior contract with the student</li> <li>• Detention or escort</li> <li>• Weekly behavior, attendance, academics tracker for teachers to sign, and RJC to send home</li> </ul>	
Tier 3	<ul style="list-style-type: none"> <li>• APEX (Credit recovery)</li> <li>• Retention meetings</li> <li>• Academic contracts</li> </ul>	<p>There will be times when a pattern has emerged or more serious actions are taken by a student, and staff members may want additional support to ensure relationships are restored after harm is done. MSCP follows EdCode when there is an escalation and a concern of physical harm or a safety issue immediate steps must be taken. Some consequences can include:</p> <ul style="list-style-type: none"> <li>• Parent meeting with the student and the Restorative Justice Coordinator</li> <li>• Parent meeting with the student and the Assistant Principal</li> <li>• Behavior contract</li> <li>• Campus beautification</li> <li>• Lunch reflection</li> <li>• Loss of activities/extracurriculars</li> <li>• Daily check ins with the Restorative Justice Coordinator at the beginning of the day</li> <li>• Accountability Project</li> <li>• Individualized Restorative Plan</li> <li>• Removal from school activities or program for reflection or safety purposes</li> </ul>	<ul style="list-style-type: none"> <li>• PUC Counseling</li> <li>• School Psychologist</li> <li>• Emergency Mental Health Supports</li> <li>• Students absent between fifteen times or more continue to receive an attendance letter, as well as have a meeting with the organization's attendance support team (SSC, Director of Counseling, Director of Schools); a home visit may also be done</li> </ul>

### **ENGLISH LEARNERS**

MSCP complies with federal, state, and district mandates regarding EL education and re-designation of ELs. We meet all requirements of federal and state law related to equal access to the curriculum for ELs.

MSCP's educational program will meet the needs of English learners through the MSCP English Learner Master Plan ("Master Plan"). This plan provides direction and guidance to staff and stakeholders regarding the services available to parents and EL students.

The goal of MSCP's English Learner program is to develop English language literacy in each English Learner as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. Math and Science College Preparatory recognizes that this goal can be accomplished through programs that are ELD standards-based and well-designed so that students can access the entire curriculum while acquiring English.

The purpose of the Master Plan for English Learners is to serve as a guide for our academic programs in the ongoing development, implementation and assessment of the delivery of instruction for English learners. With a common understanding of the goals and procedures, faculty ensures that English learners receive consistently implemented services designed to meet their academic needs.

The programs and services contained in the EL Master Plan were developed based on state and federal laws, LAUSD guidelines, Board policies, and research-based best practices in instruction for ELs. Program effectiveness is monitored using assessment data from testing and daily instruction. Programs are modified as needed based on information from assessments, parents, teachers, and staff.

The objective of MSCP is to:

- Develop and implement effective programs for ELs as described in the Master Plan for English Learners.
- Ensure that all ELs have access to and achieve mastery of the English language.
- Decrease the risk of failure and retention while lowering the affective filter (negative emotions) of ELs.
- Strengthen parent involvement and engagement in their child's academic plans.
- Increase EL participation in advanced academic programs and enrichment opportunities.
- Engage ELs in meaningful cultural, social, and academic activities.

This plan not only works to ensure compliance with program mandates for our students but also works towards providing them with a 21st Century skills education. Our intent is for our students to graduate from Math and Science College Preparatory with the cognitive skills and experiences necessary to succeed at post-secondary education and in all facets of their lives.

#### ***PROCESS FOR IDENTIFYING ENGLISH LEARNERS***

When a student enrolls at MSCP, the school will request information regarding the primary language spoken at home through a Home Language Survey ("HLS"), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Before completing this survey, parents will receive an explanation of its purpose, and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency ("ELP"). As detailed more fully below, prior to English proficiency testing, parents also will be informed of when their child will be tested, and how the test will be used to determine placement and reclassification. The student's cumulative file and CALPADS records will also be checked by the school administration to determine the student's ELP status.

Any student who is new to the CA public school system, who lists a language other than English on the above-noted HLS questions, will be tested for English Language Proficiency using the English Language Proficiency Assessments for California.



The Charter School will administer the home language survey upon a student's initial enrollment in MSCP (on enrollment forms).

### **English Language Proficiency Assessment**

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")  
The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the HLS. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA")  
ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the HLS and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Assessment of Students with an IEP/504 Plan: EL students on an active IEP or Section 504 plan will be assessed using the accommodations, modifications, or alternative assessments as specified in their plan.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The Charter School shall also provide to parents:

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

Additionally, all students who are classified as LTELs or ARLTELs will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of the qualifications for being considered a LTEL or At-Risk of becoming a Long-Term English Learner (“ARLTEL”)
- A description of how the program placement will provide additional support to aid the student in making progress toward reclassification.

All parent notification letters are created by office staff in collaboration with the Director of ELD. Dates of distribution are confirmed by office staff, and copies of notification letters are filed in each student’s cumulative folder.

Prior to English proficiency testing, parents will also be informed of when their child will be tested, and how the test will be used to determine placement and reclassification.

Parents of ELs are always given the option to meet with a school administrator if they have questions regarding their child’s assessment results, placement, or classification. Parents of ELs have the right to complete a waiver to remove their student from designated ELD courses<sup>76</sup>; EL students will continue to receive EL supports and services and will continue to be assessed annually until the student meets reclassification requirements. If signed, a waiver is applicable for one academic year only and must be resubmitted to administration annually. Parents may not waive out of the annual summative ELPAC exam, as it is a state requirement for all students who are identified as English learners.

### ***EDUCATION PROGRAMS FOR ENGLISH LANGUAGE ACQUISITION***

If a child is not reasonably fluent in English according to the established criteria, then placement in a program to develop proficiency in the English language is indicated. Support services in the program must include English Language Development which meets the standards of the ELA/ELD Framework. This framework identifies the linguistic competencies English learners must develop in order to achieve proficiency in English and aligns these competencies with the CCSS for ELA. In addition, the ELA/ELD Framework addresses content and pedagogy, assessment, access and equity, learning in the 21<sup>st</sup> Century, implementing instruction, and instructional materials and resources, providing teachers of ELD with current, research-based tools and information.

Designated ELD is defined by the California ELD Framework as “a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities

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<sup>76</sup> 20 U.S.C. sections 1703[f], 6312[e][3][A][viii]

needed for content learning in English.” Designated ELD is offered to all students who are designated as EL and is differentiated based on the EL proficiency, including newcomer, at-risk, and long term.

Integrated ELD is defined by the California ELD Framework as “ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners.” Currently, Integrated ELD is provided by credentialed teachers in the classroom through standards-based, differentiated instruction in the core curriculum.

All ELD instruction is given according to a student’s assessed proficiency level and is based on the current California ELD standards. ELD instruction focuses on development of mastery in the domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the CCSS for ELA. We use the ELD component for National Geographic Learning - Inside the USA and SpringBoard ELD in our ELD classes. Both are research-based programs which provide active learning opportunities and scaffolded instruction to move English learners to reading, writing, speaking, and listening proficiency and independence.

Specially Designed Academic Instruction for English (“SDAIE”) strategies are used to provide services and supports for English learners in the classroom, throughout the school day. These strategies are used across the curriculum. Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:

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

SDAIE strategies also include:

- Speaking slowly and providing repetition
- Using visuals and realia
- Context embedded instruction (rather than isolated skills)
- Using manipulatives and hands-on experiences
- Limiting use of idiom during instruction and interaction
- Activating prior knowledge to promote scaffolding
- Using journal writing to express feelings and promote reflection
- Limiting teacher-centered instruction
- Focusing on meaning rather than form
- Using cooperative learning structures
- Providing graphic organizers (Thinking Maps, etc.)

- Playing games
- Providing multimedia instruction
- Using preview and review
- Using music, art and drama to support comprehension
- Using alternative assessments to gauge progress
- Using gestures and facial expressions to support comprehension
- Using physical movement
- Designing multicultural activities
- Providing ample time for reading

***HOW THE PROGRAM WILL MEET THE NEW ELD STANDARDS AND USE THE RESULTS OF THE ELPAC TO SUPPORT AND ACCELERATE STUDENT PROGRESS***

The current ELD instructional program ensures that all English Learners master the English language and have access to the core curriculum through the following required components:

- Well-articulated, standards-based, differentiated ELD instruction specifically designed for English Learners
- Well-articulated, standards-based, differentiated instruction in the core curriculum with SDAIE
- Structured activities designed to develop multicultural awareness and positive self-esteem.

The results of the ELPAC are used to make placement decisions for students, according to Education Code Sections 313 and 60810(d). Students with Beginning, Early Intermediate, or Intermediate proficiency levels are considered English Learners and are placed in the ELD program. Once a student is identified as an English Learner, the student must be assessed annually with the ELPAC until they meet the eligibility criteria and is reclassified to RFEP.

***HOW THE SCHOOL WILL PROVIDE ELS AT ALL PROFICIENCY LEVELS WITH MEANINGFUL ACCESS TO THE FULL CURRICULUM, INCLUDING BUT NOT LIMITED TO IDENTIFICATION OF SPECIFIC INSTRUCTIONAL STRATEGIES AND INTERVENTIONS IN BOTH DESIGNATED AND INTEGRATED ELD THROUGH THE USE OF THE ELA/ELD FRAMEWORK***

See immediately preceding sections above and *Curriculum and Instruction: English Language Arts, Foreign Language, and English Language Development* sections above. Instructional strategies discussed throughout this EL section (i.e. SDAIE) as well as throughout this petition (constructivist learning, collaborative learning, etc.) all are intended to not only facilitate core content acquisition and mastery but also language acquisition and mastery, specifically English mastery for our English learners.

Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers receive training in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE), scaffolding and the Sheltered Instruction Observation Protocol (SIOP) model. The Director of English Language Development also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more fluent peers further ensure student access to academic content.

### ***PROCESS FOR ANNUAL EVALUATION OF THE ENGLISH LEARNER PROGRAM***

In order to evaluate the effectiveness of the English Learner Program, MSCP analyzes the data to monitor individual and school-wide English proficiency and achievement in core academic subjects, as well as reclassification data. Because effective instruction is so important to the success of English learners, administrators monitor teachers (during formal and informal classroom observations) to ensure:

- implementation of essential questions, content area standards, language objectives, ELD standards, and Depth and Complexity levels in core academic subjects.
- use of differentiated instructional delivery, as appropriate, and use of SDAIE strategies to support English learners.
- planning and implementation of the ELD instructional block through collection and analysis of lesson plans.

MSCP also collaborates with stakeholders, including the English Learner Advisory Committee (“ELAC”) to review and refine programs as needed.

### ***PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION***

The Charter School’s designee is responsible for ensuring that ELs meeting the eligibility criteria are reclassified in a timely manner. The administrator/designee generates and reviews potential reclassification rosters for accuracy and missing data. Parents of students who meet reclassification criteria are notified in writing. The signed notification of reclassification will be placed in the student’s cumulative records file and reflected in the student information system. ELs are reclassified to fluent-English-proficient based on multiple criteria. The minimum criteria to be considered for reclassification are:

#### **Reclassification Criteria**

- English proficiency on the ELPAC indicated by a minimum ELPAC Summative score of 4.
- Score of Standard Nearly Met or above on the most recent ELA CAASPP exam or score of basic proficiency on a standardized reading assessment (Reading Inventory, AReading, NWEA...)
- Teacher evaluation based on student English Language Arts and ELD final grades for the most recent semester
- Parent consultation and opinion

#### **Student Assessments**

MSCP administers curriculum-embedded and grade level ELD assessments to monitor student progress. Math and Science College Preparatory will also make use of embedded assessments to regularly measure the English language proficiency of all ELs. Math and Science College Preparatory will monitor EL development of language using:

- ELPAC Scores
- Common Benchmark Assessments
- ELD Assessments
- Multiple Cross-Curricular Embedded Assessments

The results of these assessments are compared to the Minimum Progress Expectations by the instructional program. When students have not made adequate progress, interventions are applied. These interventions and other instructional supports will focus on helping the student accelerate their growth toward the expected level of English proficiency.

Reclassified students are monitored for a period of four years by the Director of English Learners and site leaders. This is done to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. The Director of ELs will monitor reclassified students' academic progress annually by reviewing benchmark scores, MAP and 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. The Director of ELs will follow up with each school to ensure that monitoring is taking place and will assist the school with action planning for those students who are not making adequate progress.

#### ***PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED (RFEP) STUDENTS***

The progress of students who are English learners is monitored annually using school-adopted formative and summative assessments. The assessments are used to determine students' English language proficiency as well as academic performance. ELs are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach full English proficiency and then maintain that level until reclassified. Data from the annual ELPAC administration is compiled to identify individual students who are not meeting this expectation and consequently identify appropriate interventions to be implemented.

1. The use of informal observations and evaluative tools such as an ELD Matrix may be used by teachers three times a year to measure progress in listening, speaking, reading and writing.
2. Teachers will provide progress reports and report cards to parents to inform them about student progress towards English Language Development proficiency.
3. MSCP will continue to maintain and update EL Monitoring Rosters at the end of each grading period.
4. MSCP will maintain test results, ELD matrix forms, parent notifications, and primary language test results inside the ELD folder located in the student's CUM.

MSCP will continue to monitor our reclassified English Proficient students' academic progress for a minimum of four years. At least once yearly, a Language Appraisal Team (LAT) meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. The LAT includes the principal or designee, Director of English Learners, classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, EL Experts, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of standardized state exam scores and by teacher request for students not meeting proficiency benchmarks in Language Arts or Math. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, data on standardized state exam scores, benchmark assessment results, and grades.

The Director of English Learners coordinates the monitoring of reclassified students. All RFEP students are monitored for a minimum of four years following reclassification. If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher(s) and other

stakeholders, such as counselors, resource specialists, and parents to develop an intervention instructional plan with specialized support.

***PROCESS FOR MONITORING PROGRESS AND EFFECTIVENESS OF SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTEs) AND FOR STUDENTS “At-Risk” OF BECOMING LTEs.***

**Long Term English Learners**

A Long-Term English Learner is defined (California Education Code Section 313.1) as an English learner student to which all of the following apply:

- (1) is enrolled in any of grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six years or more; and
- (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test (ELPAC); and
- (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year’s administration of the CAASPP-ELA.

MSCP is committed to monitoring the progress of and providing effective supports to LTEs and students “At-Risk” of becoming LTEs by thoroughly assessing their academic data and providing structured and targeted ELD instruction based on their needs and areas of growth.

All LTEs at MSCP are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies and are placed with English proficient students in core and elective courses.

At the beginning of the school year, school leaders and the Director of English Learners determine who their LTE student are and mark them in the student information system. They review redesignation data and determine what has prevented the student from reclassifying (MAP score, ELP exam score, ELA grade, etc.). Domains of growth are noted in their ELD passports. This information is then shared with teachers and a plan of action is created to facilitate each student’s growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

LTEs will receive ongoing, individualized support. Data will be reviewed, and the student will work with the ELD teacher to create a plan of action and next steps, in order to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the ELD teacher and Director of English Learners to review language and ELD goals and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, we focus on the following universal strategies for improving academic outcomes for LTEs and students At-Risk of becoming LTEs:

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional support to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the Week, etc.).

- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

LTEL progress will be evaluated by the Director of ELs every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

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

MSCP meets the needs of those students achieving substantially above grade level in a number of ways. These students are identified through their prior year's school records in terms of whether they were classified as GATE. Given prior year's records are not always readily available on the first day of school, MSCP also uses its placement exams and state testing results as a measure of whether a student is achieving substantially above grade level. The progress of all gifted and talented students and students achieving above grade level is monitored by the principal.

In terms of specific strategies to meet the needs of these high-achieving students, MSCP uses several.

#### **Individualized Learning and Acceleration Opportunities**

Advanced students have the opportunity for acceleration due to the individualized nature of the MSCP instructional program, including its differentiated instruction focus. Teachers work with the school administrators in creating appropriate differentiation of the core curriculum once the students are assessed for a baseline. Practice and assessments are leveled and may include Routine, Non-Routine, and Novel problems, so that students excelling can continue to challenge themselves by applying current knowledge to new or novel tasks. This type of differentiation is at an appropriate level to challenge GATE and high achieving students. This is individualized based on each student's data; including teacher created assessments, benchmarks, and standardized tests. There are also Honors and AP class options for students.

#### **STEM Pathway Certification Completion**

Students excelling in science and math have the ability to participate in a pathway to complete a certification in biomedical science, computer science, or engineering. They complete a series of courses in either pathway and annual projects to showcase their learning. Courses are rigorous and focus on real-world scenario-based problems that students think critically about in order to solve. Students in these classes are challenged on a regular basis to think and act as doctors and engineers.

#### **Mentoring and Leadership Roles**

Finally, MSCP provides opportunities for higher-achieving students to mentor and tutor struggling students both at MSCP and our partner schools. These students may also be selected for academic leadership positions, including student ambassadors.



The principal will be the onsite designee for parents to contact regarding GATE.

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

The academic progress of all students is monitored by the principal on an ongoing basis. MSCP implements a standards or mastery-based grading system that allows teachers to identify students for targeted instructional support. Teachers use a gradebook distribution tracker to quickly identify these students. Other ways that teachers monitor academic progress, include state testing data and benchmark data. Students in need of additional support receive it through tutoring which occurs weekly at minimum, small group instruction, reteach opportunities, and other academic interventions. Other supports for students that may need interventions beyond these Tier 1 options, include SSPT referrals, intervention classes, tutoring contracts, and 1:1 check-ins with the counselor, student, guardian, and teacher.

MSCP believes that parents play a critical role in their student's education. They are informed regularly of their child's progress through progress reports which are mailed home every 5 weeks, phone calls from teachers or counselors when their child's grades decline, and parent-teacher conferences which occur once per semester. Parents also have access to their child's grades through our online grading system, PowerSchool. Parents receive a username and password so they can access their child's grades in real time.

#### **Staff Meeting Time for Discussing Individual Student Progress**

Teachers meet in grade level teams two times per month to discuss common strategies and approaches to support the students in their cohort. They use their gradebook distribution tracker to identify students that may need more wrap around supports and they strategize on aligned interventions. They also meet with the Resource Teachers for their students with disabilities during this time to discuss accommodations and services. Counselors are also in attendance to offer an additional perspective.

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

MSCP identifies students classified as socio-economically disadvantaged or low-income through the information provided by parents on the federal lunch application or alternate income survey. Every year, parents complete a new application for the National School Lunch Program or alternate income survey and those families indicating they earn below the income eligibility are classified as socio-economically disadvantaged or low-income.

Currently, 84.3% of MSCP students qualify for free or reduced lunch. Instructional strategies for meeting the needs of low socio-economic status students are often the same as those for all students, in terms of infusing the instructional program with as much expert teaching, personalization and individualized instruction as possible. To close the achievement gap many of our low socio-economically disadvantaged students face, MSCP also offers small classes with instructional aides to support the teacher in providing intervention to struggling students, reading and math support classes, and after-school tutoring. MSCP covers the costs for students to submit college applications and provides fee waivers for AP tests. MSCP also hosts annual college fairs to expose students to a variety of universities and we provide workshops for parents and students on completing financial aid forms for college, fee waivers for college applications and college testing, and scholarship applications. Finally, MSCP offers courses in engineering, bio-medical science, and computer science taught in state-of-the-art labs to expose low-income students to STEM careers and fields. The progress of students identified as socio-

economically disadvantaged is monitored through benchmark testing, state testing, and grades in their classes.

In order to meet the unique needs of the school's low-income students, MSCP provides families with information on where to receive free or reduced medical, vision, dental, and mental health care. MSCP covers the cost for every enrolled student to receive a student LA County Metro TAP card for free bus and train rides throughout the school year. We offer an extensive, free after-school program<sup>77</sup> so students of working parents that do not have childcare available can remain on campus until 6:00 PM, participating in a variety of clubs and activities. Some of these clubs and activities include, basketball, volleyball, soccer, drumline, music club, gardening, and engineering club. There are no fees associated with our after-school program and students that participate receive free supper.

In the event that students' socioeconomic status prevents them from accessing recreational reading materials or technology at home, MSCP encourages those students to remain on campus after-school to use the computers and to borrow books from the classroom libraries to take home. The MSCP parent outreach efforts cater to parents who work multiple jobs and whose schedules are full.

The principal monitors the progress of students identified as Socio Economically Disadvantaged and low income.

#### **STUDENTS WITH DISABILITIES**

Please see FSDRL at the start of Element 1.

#### **STUDENTS IN OTHER SUBGROUPS**

MSCP offers a variety of support for students with extraordinary needs, such as foster youth, homeless students, students in rehabilitation, or pregnant and parenting students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources.

MSCP screens for foster youth through a process that includes examining the following: possible visits from social services; non-parent enrolling student in school; home arrangements (group home). Foster youth struggling in classes may receive poor grades, have difficulty understanding the content, and often do not complete assignments. These students can be referred to the SSPT process to determine the individual supports and interventions needed to help them succeed in their classes. Our foster youth are also provided counseling services or referred to free or reduced cost mental health clinics if signs of emotional concerns present themselves.

MSCP identifies homeless youth through the enrollment forms families complete when enrolling in our school and annually through completion of the Student Housing Questionnaire (SHQ). Other ways we screen for homeless is through drop in grades, hunger, and fatigue. If a parent or student indicates they are living in a situation that would qualify as homeless, the school informs them of their rights under the McKinney-Vento Act. MSCP adheres to the McKinney-Vento Act and provides all required supports to its homeless youth.

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<sup>77</sup> References to programs beyond the 9-12 are outside the scope of the petition and provided to illustrate the services that the Charter School provides

MSCP identifies Standard English Learners through placement assessment results on Language tests, performance on benchmark assessments that include written performance tasks and reading and language comprehension, grades in classes, and teacher input. Some of the instructional strategies that MSCP implements to support the unique needs of its Standard English Learners include providing increased collaborative opportunities in each class so students can practice the language, teaching of academic vocabulary and language in all classes, and use of visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking.

Students in all subgroups are monitored through performance on state assessments, internal benchmark exams, and grades. The principal is responsible for monitoring these students. Continued support is provided to students based on their performance on each indicator.

### **THE MANNER IN WHICH MSCP WILL SHARE PROMISING PRACTICES WITH OTHER TRADITIONAL AND CHARTER PUBLIC SCHOOLS SERVING SIMILAR GRADE LEVELS**

MSCP has long shared our “best practices” with other educators, throughout our existence. Our Founder and CEO Dr. Emilio Pack serves on the Board of Directors of the California Charter Schools Association; our COO Eric Barlow serves on the Board of CharterSafe; our CAO Janette Rodriguez-Pack is on the Board of Alliance College-Ready Public Schools; and our Board Chair is the CAO for Value Schools. We also partnered with Camino Nuevo and Para Los Niños to design the Avance teacher residency program.

Over the years, other CMOs and networks and university researchers have visited our campus to learn from our promising practices. These organizations include: Kansas University's Center on Inclusion Toward Rightful Presence, Austin Achieve Public Schools, Green Dot Public Schools, STRIVE Prep, Noble Schools, Collegiate Schools, KIPP NorCal and Summit Public Schools.

MSCP’s best practices have been shared at national and state conferences including the California Charter School Association Annual Conference and the Annual Carnegie Summit. Our success has helped to generate significant and repeated grants and donations from a diverse set of funders during this extended charter term, including Charter School Growth Fund, Bill and Melinda Gates Foundation, The Riordan Foundation, Northrop Grumman, Walton Family Foundation, Great Public Schools Now, Ralph M. Parsons Foundation, California Community Foundation, and the California Commission on Teacher Credentialing; some of these funders share our “best practices” with their other grantees.

## **A TYPICAL DAY**

### **DESCRIPTION OF A TYPICAL DAY**

When a visitor enters MSCP, they see a clean, well-kept space that promotes our STEM for All vision and school pride. A large screen displays STEM enrichment opportunities and highlights school celebrations, including college acceptances beginning in the Spring. Pictures of STEM professionals and diversity are displayed throughout the halls and include MSCP alum. The walls are painted red and black, the school’s colors, and the school’s mascot, the Shark, is seen throughout the campus.

Once in the classrooms, the visitor will continue to see evidence of STEM for All and school pride. Walls display diversity in STEM, colleges are promoted, and core values are displayed. The visitor will notice that the students are active in their learning and assessments because the instructional model is grounded in inquiry-based learning (constructivism) and growth mindset. Students engage in discussion with the teacher and their peers around the lesson objectives. Because students are the center of the learning, they are more engaged in the learning objectives and actively monitor their progress. They use resources, including their peers and lesson materials, to persevere through challenges and essential questions, which are all aligned to the core standards. The teacher acts as the facilitator of this learning. Overall, there is a high caliber of teaching and a high level of student engagement and adherence to the core standards including the subjects of English, math, science and history.

The visitor may also pop in to see a STEM class in action. Students at MSCP take STEM electives from 3 different pathways: Biomedical Sciences, Computer Sciences, and Engineering. Using the Project Lead the Way curriculum, teachers provide hands-on and applicable activities for students to dive deep into the STEM profession. In the introductory Biomedical course, students spend the year solving the mysterious death of a person, while learning about how systems in the body work and forensic techniques. Other courses in the STEM pathways, include capstone projects where students solve a problem in society using their research and development skills. Finally, specialized technology can be seen supporting student learning in giving students hands-on experience with the technology of the studied field. Examples include specialized computers & tablets, PhET interactive labs, specialized laboratory equipment in lab and earth sciences, VEX robotics with block-based and text-based coding.

In all classes, regardless of the content, the visitor sees a variety of teaching and learning during the 120 minute block period. Students engage in hands-on and real world activities, collaborative discussions, independent tasks, and group work. All work is designed so students with varying needs can access the learning. This may include accommodated and scaffolded resources. All pedagogy results in students using critical-thinking skills to apply the day's lesson objective. The visitor also sees the teacher using constant formative assessment, data collection, and checking for understanding to drive the instruction. School administrators and/or coaches are also observed as they make visits into the classroom to help coach teachers and collaborate with them on designing assessments and lesson plans. Finally, they will likely observe support staff, including instructional aides and Resource Teachers, pushing into classes to support our students with disabilities and other diverse learners in accessing the curriculum and learning.

It becomes evident to any visitor that MSCP is a highly personalized and supportive learning environment, where teachers, administrators, and students know each other well and demonstrate respect for one another. A visitor is struck by the small class sizes, which allow for this personalization to occur.

When the visitor enters the weekly professional development sessions, they notice caring discussions about best practices and challenges. There is a sense of true collaboration among faculty. The visitor also notices that teachers are analyzing data and are utilizing the school's sophisticated, user-friendly data management system as a tool to inform their lesson planning and guide their discussions with colleagues. The school's administration and/or department leaders are facilitating the staff in activities that help them grow as instructors and educators.

After the bell rings at the end of the day, the visitor discovers that the students' school experience for the day is not necessarily over. The visitor is told by the students that one of their favorite parts of the

MSCP model is that they have ample after-school support through tutoring and extended day programs, such as service clubs and athletics. Clubs include robotics, tabletop gaming, theater, rock band, art, cheer, culinary and leadership. Athletics include volleyball, soccer, swimming, and basketball. The visitor will also hear students excited to share about opportunities to visit college campuses and STEM expos. They will discover that families are invited to participate in STEM events sponsored by the school, including the annual STEM competition and showcases 3 times a year during BioMed Week, Engineering Week, and Computer Science Week.

Overall, a visitor experiences a different kind of learning environment at MSCP: one where curiosity is sparked, where all students are respected and known well by the adults, and where teachers are true professionals. It is an environment where all are working towards one mission: to disrupt the status quo by getting more people from our community into the fields of STEM.

Visitors leave MSCP knowing that the students will graduate prepared to succeed in college and the 21st century workplace.

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## **ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

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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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)*

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

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

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

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

### **STANDARDIZED TESTING**

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

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

Please see Element 1, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)* and the completed LCFF State Priorities Table.

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

Please see Element 1, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)* and the completed LCFF State Priorities Table.

## METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

MSCP accomplishes its educational mission through clear expectations and an intensive focus on students meeting standards in English/language arts, science, math, history/social sciences and foreign language, as well as a service-learning component. MSCP uses various forms of assessment to measure student knowledge, student achievement, and student progress towards becoming “educated persons in the 21<sup>st</sup> century.” Students are assessed regularly from the time they enter the school through graduation, in order for teachers and advisors to be able to monitor their progress closely. This data is used to drive decisions about overall program development, as well as informing ongoing curriculum modifications and allocation of resources. The Principal, staff, and teachers all are held accountable by the Board of Directors for meeting student outcome goals.

Computer adapted NWEA MAP tests are utilized to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

Teachers meet every other week throughout the year in Professional Learning Communities to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself. Additionally, students also conduct ongoing self-assessments in class.

MSCP also uses the following tools to measure student progress.

- Placement Exams: All freshman and new students are given placement exams, including the ELPAC (for English Learners), a diagnostic test for Math and English (NWEA MAPs), and Spanish. These results better enable the teachers to set individualized intervention programs for the students at the beginning of the year and ensure proper placement in courses. **Annually**
- State-Required Tests: All state required tests including CAASPPs/CA Alternative Assessment (CAA), CA Science Test (CAST), Physical Fitness Test and ELPAC (for English Learners). **Annually**
- Other Standardized Tests: AP tests for those students enrolled in AP courses. **Annually**
- Traditional Classroom Assessments: Quizzes, essays, projects and presentations. **Some Weekly, Some Monthly**
- Formal Interim Assessments: Common standards-based formative assessments including NWEA MAPs, aligned to standards, for each major academic content area and, for 11<sup>th</sup> graders, Interim CAASPP Assessments. **Trimesters**
- Final Exams/ Summative Assessments: Common standards-based summative assessments, aligned to curriculum, for each major academic content area. Every core academic class administers final exams at the end of the course. **Bi-Annually**

## DATA ANALYSIS AND REPORTING

Math and Science College Prep downloads results of various assessments into its student data management system. Downloading comes in the form of automatic population from digitalized tests, or user-entered data from classroom assessments. The school’s sophisticated data management system allows users to disaggregate the data in many useful ways, giving teachers and administration the ability to identify areas of strengths and weaknesses in individuals or a student body as a whole. This data is compiled, and key findings are brought before the staff and board during professional development

time and board meetings, respectively.

MSCP staff uses data to both drive classroom instruction and program individualized supplemental work for students. This use of data is both a core value and common practice at MSCP.

MSCP staff gathers and analyzes data from various assessments, looking for trends in student learning and lessons that may need to be reviewed further. Staff members meet in both common subject matter and grade levels to discuss variances among students and/or specific lesson plans.

MSCP staff takes information learned from the data, and adjust their lessons accordingly, understanding which standards need to be reviewed or presented in a different way, and which standards the students have been mastered. The results of the data also enable teachers to provide students with individualized practice opportunities, either in class or during tutoring hours.

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

Student progress reports and report cards are an important record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Because of MSCP's commitment to standards-based grading, student assessment through the grading process is highly correlated to proficiency levels on the California Content Standards. Student progress reports and report cards create a succinct written record of student performance by compiling data from multiple assessments. Progress reports/report cards are one of several ways to keep parents, faculty, administration and Board members informed about student performance, and ensure that data collection is regular and consistent. Additionally, student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Progress report/report cards are distributed eight times a year – our policies on grading and assessing student progress are included below.

### PROMOTION

- To promote from 9th grade to 10th grade, students must earn 50 credits.
- To promote from 10th grade to 11th grade, students must earn 100 credits.
- To promote from 11th grade to 12th grade, students must earn 150 credits.

The school also provides a variety of opportunities for parents and teachers to meet and discuss student progress. This occurs on a formal basis through scheduled parent conference days, as well as on an “as needed” basis throughout the school year.

Teachers are always aware of students' levels of mastery, because of our standards-based grading policy, known as Continuous Learning. MSCP implemented continuous learning to fairly assess student progression on individual learning targets (content) throughout the year. Continuous learning is founded on the basis of a growth mindset for students and teachers. Reflection and goal setting are key to its success. Students have multiple opportunities throughout their course to show their levels of mastery and levels of mastery are increased over time through ongoing practice and interventions, as needed. The Continuous Learning policy includes the following:

- Students are assigned a level on a 4 Point Rubric (1-4)



- 1 = Below basic level of understanding (NP)
- 2 = Basic level of understanding (C)
- 3 = Proficient level of understanding (B)
- 4 = Advanced level of understanding (A)
- Levels represent student knowledge on individual Learning Targets
- All levels entered into the grade book reflect the most recent level of mastery of the student

### **MSCP Grading Scale**

Each semester, students take a variety of courses that are attached to credits. Students are promoted to the next high school grade level upon completion of required minimum credits. To earn credit for a course, a student must earn a grade of “C” or higher, unless the student has an IEP that states the student is on an alternate grading scale or the student is affected by unique circumstances that would warrant this with the approval of the Chief Academic Officer or designee. The traditional and alternative grading scales are detailed below. The traditional grading scale is used for all courses, including the Advanced Placement courses. Advanced Placement courses are assigned an additional GPA point.

<b>Letter Grade</b>	<b>Mastery Level</b>
<b>Traditional Grading Scale</b>	
A	3.4 – 4.0
B	2.6 – 3.3
C	1.7 – 2.5
NP	1.0 – 1.7
<b>Alternative Grading Scale</b>	
A	3.4 – 4.0
B	2.6 – 3.3
C	1.7 – 2.5
D	1.35 – 1.7
NP	1.0 – 1.34

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## **ELEMENT 4 – GOVERNANCE**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

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

## **NOTIFICATION OF THE DISTRICT**

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

## **STUDENT RECORDS**

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

## **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or

participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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

#### **FEDERAL PROGRAM COMPLIANCE**

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

### **GOVERNANCE STRUCTURE**

Math and Science College Preparatory is a direct-funded, independent charter school operated by STEM Preparatory Schools, Inc. (STEM Prep), formerly named Crown Preparatory Academy, Inc., a California Non-Profit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS.<sup>78</sup> The Charter School is governed by STEM Prep’s Board of Directors (“Board”, “Board of Directors”, or “Charter School Board”) in accordance with the Board’s adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School.

#### **DESCRIBE THE CHARTER SCHOOL’S GOVERNANCE STRUCTURE**

#### ***ORGANIZATIONAL CHART***

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<sup>78</sup> On or about February 12, 2016, the California Secretary of State approved a corporate name change.



- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

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 is not in conflict with the purposes for which MSCP is established.

The MSCP Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities through MSCP's affiliation with California Charter Schools Association (CCSA) and other Board training opportunities. Trainings may include, for example, Brown Act training.

#### **Chief Executive Officer (CEO)**

The CEO is responsible for the oversight of all school operations and has primary responsibility for fiscal operations, serving as primary facilitator of the Board's oversight of the school, and ensuring the mission and vision of the school are realized.

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

The COO is responsible for the fiscal and operational functions of the school, in collaboration with the school site Principal and CEO.

#### **Chief Academic Officer (CAO)**

The CAO is as a member of the leadership team that sets and oversees the strategy for all STEM Prep programming. The CAO manages school site principals and academic team leaders, including planning and implementing professional development for school principals and academic staff. The CAO completes quarterly performance evaluations of principals and academic team leaders.

#### **Principal**

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

## GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

### COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD

The Board of Directors are composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved. These individuals possess outstanding leadership and analytical skills. They represent a diverse field of professions and ethnic backgrounds.

**Board of Directors** - The MSCP Board of Directors currently consists of:

*Carmen Vazquez, Chair:* Ms. Vazquez is a seasoned educator with extensive experience in leadership coaching, public charter school administration, and teaching in culturally diverse settings. Currently serving as the Chief Academic Officer at Value Schools, she oversees academic programs and drives student success across the organization. Additionally, she coaches educational leaders through TNTP, helping them implement strategies for improving student outcomes. Her leadership journey includes founding and leading Alliance Ted K Tajima High School, where she developed programs that made the school one of the top performers in LAUSD. She also served as Assistant Principal at Alliance Dr. Olga Mohan High School, refining her skills in school administration. Before her roles in school leadership, Mrs. Vazquez taught Spanish Immersion Social Studies at John Adams Middle School in Santa Monica. She holds a bachelor's degree from National University, a master's degree in education from Pepperdine University, a master's degree in educational leadership from Loyola Marymount University, and is a Relay Fellow.

*Andrew Kubasek, Board Treasurer:* Mr. Kubasek is the founding partner and chief investment officer for AD Capital Management, where he performs research, analysis, and execution of trades for company accounts. He previously has served in a similar capacity at Paul Hastings LLP, O'Melveny and Meyers, and other prominent global law firms. Mr. Kubasek holds a Bachelor's degree in Business Administration, Finance from California State University, Fullerton.

*Dale Henry:* Mr. Henry is a longtime educator and consultant focusing on students with special needs. He served as a classroom teacher for students with moderate to severe disabilities for five years in both Virginia and Los Angeles. He also has extensive grant writing experience, serving as a Grants Manager for Pediatric Therapy Network and Grants Consultant to Delivering Better Lives, both in the Los Angeles area. A graduate of Amherst College and the College of William and Mary, Mr. Henry received his EdD from the University of Southern California in 2013.

*Brad Zutaut:* Mr. Zutaut is a founding member of Company 28, a company dedicated to creating simple technology solutions for everyone. He has served as founder and CEO for a number of technology start-ups including Xington Inc., the first mobile company to send a full-length song to a wireless handset. His vision for the digital realm began while serving as CEO of Red Earth, Inc. This worldwide retail company employed Mr. Zutaut to help increase awareness of its brand outside of Australia and he created the company's website in 1993, before traditional retail business had discovered the Internet. Mr. Zutaut has been portrayed as a leader and an authority in various media outlets including CNN, The New York Times, MSNBC, Reuters, MTV, Rolling Stone, USA Today, Billboard, The Wall Street Journal, Wireless Week, Time, C/Net, RCR Wireless News and many more. He has spoken at numerous prominent industry events, including CTIA Wireless, CTIA/Mobile Entertainment Summit, Mobile Entertainment & Gaming Expo, Digital Hollywood, CEA, and SXSW, among others.



*Desmond Lovell, Board Secretary:* Mr. Lovell is a strategic corporate finance executive with 20 years of experience on Wall Street and, most recently, Education Reform. He currently serves as the Chief Financial Officer of the California College of Arizona State University, an accredited non-profit private college serving students in southern California. Prior to joining California College of Arizona State University, Mr. Lovell served first as Director of Finance for Green Dot Public Schools and then as Vice President of Finance for Alliance College-Ready Schools, two Charter School Management Organizations collectively representing 50 schools and 26,000 scholars across three states. Mr. Lovell's expertise in financial planning, strategic analysis and executive leadership for non-profit organizations has helped these organizations achieve long-term financial sustainability on publicly available funds. Prior to joining the Charter School Management and Education Reform sector, Mr. Lovell held various corporate finance & investment banking positions at leading financial institutions including JP Morgan, Barclays Capital and GE Capital where he led over 60 complex debt and equity financings for both large and small companies. Mr. Lovell received his MBA from Harvard Business School and his BBA-Finance from Howard University where he received All-Academic Honors on the Varsity Football Team. Born and raised in Boston, MA, Mr. Lovell has prevailed over significant social and economic hardships as an adolescent and regularly mentors and coaches inner-city youths. In addition to serving on STEM Prep's board, Mr. Lovell is also an active board member with First Place for Youth and Skill Up, all non-profit organizations dedicated to serving young adults from similar backgrounds. Des currently lives in Los Angeles, CA with a wife and two autistic children.

### **CRITERIA AND PROCESS FOR SELECTING GOVERNING BOARD MEMBERS**

The Board shall have at least five (5) and no more than 15 directors. All directors shall be elected through a selection process whereby the CEO and Board of Directors identify an organizational need; recruit, interview, and nominate candidates who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved; and, finally, voting upon and providing orientation and training to new directors. All directors are to be designated at a meeting of the Board of Directors.

Directors shall serve for a term of two (2) years, renewable by mutual consent of the Board and the director.

### **GOVERNANCE PROCEDURES AND OPERATIONS**

#### **MEETING REQUIREMENTS AND PROCEDURES OF THE GOVERNING BOARD AND ITS COMMITTEES**

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each Director and to the public through the posting of an agenda.

Minutes for regular and special meetings record all actions taken by the Board of Directors. Minutes of the previous meeting are included in the following month's agenda and all recorded minutes are archived and available to the public upon request, by contacting the Charter School's main office.

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

All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum, the minimum number of Directors who must be present at a properly called meeting in the Board's name. A majority of Directors then in office (but no fewer than two Directors or one-fifth of the authorized number of directors, whichever is greater) shall constitute a quorum for the transaction of business. Directors may abstain from a vote.

Meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (California Government Code Sections 54950, et seq., as the same may be modified from time to time ("Brown Act")), and shall occur within the jurisdictional boundaries of Los Angeles County. The Board shall meet annually for the purpose of organization; appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board, typically monthly. Regular meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with the Brown Act, and agendas for such meetings will be publicly posted in Los Angeles County and made available on the Charter School's website, at least seventy-two (72) hours prior to the meeting. Such notices will indicate the location, date and time of the meeting. A Board member may participate in a meeting by teleconference, if the following requirements are met: the Board holds a roll call vote for each action item; the agenda identifies the teleconference location(s); the agenda is posted at all teleconference locations; each teleconference location is accessible to the public; the public may address the Board directly at each teleconference location; and a quorum of the Board is physically present in Los Angeles County.

The Board has only one standing committee, the Audit Committee.

## **STAKEHOLDER INVOLVEMENT**

### **CHARTER SCHOOL'S STAKEHOLDER INVOLVEMENT PLAN AND PROCESS**

#### **PARENT PARTICIPATION**

##### **School Site Council**

In accordance with State regulations for receiving supplemental funding, Math and Science College Prep has formed a school site council (SSC). The SSC advises the Principal and staff on the planning, implementation, and evaluation of the school improvement plan, and to allocate SIP funds from the state to support the goals of the school plan. The SSC reviews the progress of the school in achieving the goals of the plan.

The SSC is comprised of one teacher from each grade level, one parent/guardian from each grade level, and the school Principal. Additionally, a student representative attends. The SSC reports to the Board of Directors and the CEO. The school site council meets at least 4 times a year. Parents volunteer to serve

on the school site council. If more than one parent volunteers per grade level, the parents vote for a representative.

#### **English Learner Advisory Committee**

Since MSCP serves at least 21 or more English Learners, parents/guardians are encouraged to participate in the Charter School's English Learner Advisory Committee ("ELAC"). Parents/guardians of EL students will elect the parent members of the ELAC annually. The ELAC will advise the MSCP Principal on English learner programs and services.

#### **Volunteering**

Parents also are encouraged (but never required) to contribute volunteer time to the Charter School. The School Site Coordinator maintains a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school; participation in committees; attendance at Charter School Board meetings; participation in the planning of fundraising or other special events; or, other activities. No child is excluded from the Charter School or any school activities due to the failure of his or her parent or legal guardian to volunteer. We inform parents that there is no hour requirement during orientation and subsequent parent meetings and workshops.

Each year, the School Principal also engages students, parents, teachers and staff, on a volunteer basis, in formulating the 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. Additionally, input is sought regarding the overall education program.

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## ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

### EQUAL EMPLOYMENT OPPORTUNITY

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

### ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

## EMPLOYEE POSITIONS AND QUALIFICATIONS

As demonstrated in MSCP’s Organizational Chart (Element 4), school-specific positions fall into two functional categories: education and operations. MSCP seeks to hire staff possessing a commitment to the mission and vision of the school. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of MSCP and its students.

### HOME OFFICE LEADERSHIP

#### *CHIEF EXECUTIVE OFFICER*

#### **Responsibilities:**

##### Strategic Planning

- Work with the Board of Directors and Instructional Leaders to develop a strategic plan to develop MSCP into a gap-closing charter school
- Oversee the allocation of resources to drive the best balance between financial, operational, and academic concerns
- Hire and oversee performance of senior-level staff whose jobs will be to support/lead the operations, finance and academic performance work described below

#### Culture Development

- Preserve and promote MSCP's mission with associated core values, philosophy, and culture

#### Human Capital

- Develop an overall human capital strategy and establish career paths within the organization
- Oversee school level human capital development efforts including: recruiting, training and evaluating school leaders and the development of hiring practices, policies, and evaluation protocols for all teachers and school-based employees

#### Operations and Finance

- Oversee school operations: budgeting, accounting, human resources, contract management, compliance, etc.
- Work with outside counsel to support the legal needs of the organization
- Manage any required facility acquisition, maintenance and renovation efforts

#### Academic Performance

- Develop academic goals and performance benchmarks with Instructional Leaders
- Execute sound performance management of Instructional Leaders to ensure student achievement gains are being realized
- Build a high performing, consistent data-driven culture across the school

#### Development and External Relations

- Lead development efforts to fund the school model
- Manage the external representation and image of MSCP
- Represent MSCP in authorizer communications

#### **Required Qualifications:**

- Experience in managing and leading a high performing organization including strategic development and operations
- Graduate (Master's level) degree in Education, Business or related area
- Entrepreneurial drive and proven track record in launching new ventures or major initiatives
- Superior relationship management skills, including external and internal stakeholders/clients
- Passion for education reform and a commitment to serving children in underserved communities

#### **Preferred Qualifications:**

- Experience running or operating in a charter school or extensive knowledge of charter schools
- Experience launching and designing new schools
- Experience working with urban schools and engaging residents of urban communities
- Direct classroom or instructional leadership experience
- Prior fundraising experience

#### ***CHIEF OPERATING OFFICER***

#### **Responsibilities:**

##### Financial transactions and operations

- Develop, deploy and manage the financial system, financial reporting and accounting using accounting/financial policies and procedures; manage daily financial and business activities; ensure timely and accurate bookkeeping and reconciliations; ensure proper cash management, and management of accounts receivable and payable, with timely processing of billings and payments; ensure proper asset management, compliance with GAAP standards, and adherence

to budget; collect public revenues; prepare monthly, quarterly, and annual financial statements and variance analyses in a timely manner; manage and ensure compliance with grants; coordinate with the Chief Executive Officer to prepare the school budget; ensure that all reports are submitted accurately and on time. Oversee the negotiation of external operational vendor relationships to support the continued growth of the schools.

#### Strategy and Planning

- Work with the Chief Executive Officer to support strategic, long-term planning, and measurable goal setting to ensure that the planning is actualized and aligned with all school-wide goals. Continuously innovate and evaluate the operational and financial health of the organization and innovate strategies to address emerging liabilities.

#### Payroll and Retirement

- Manage compensation, payroll and time processing, interfaces, payroll and retirement, ensuring processing accuracy, and error resolution; Manage vendor support including coordination with payroll vendors, training, quarterly and year-end activities, and updates and compliance; provide HR audit support including employee record updates and audits.

#### Operations Leadership

- Provide technical support and management to all operations staff, with particular focus on: student recruitment; family engagement planning, enrollment and student records; human resources, payroll, and credential management; scheduling, meals programs and receipts; physical plants; nursing services; procurement; security and school safety programs; external reporting and regulatory compliance; asset tracking.

#### Communications

- Ensure alignment, consistency, and clear communication of the operational services available to the Charter School; understand the depth and scope of the resources available and how to access those resources; create coordinated communication systems and project management to ensure that all team members are working to provide efficient services to the schools; and work with the Chief Executive Officer to align a decision making process which clearly articulates roles and responsibilities for all stakeholders.

#### Enrollment and Student Information

- Coordinate student recruitment for middle and high school campuses; ensure timely and proper enrollment and attendance reporting to the city and state and timely and accurate collection of public funds; maintain the school's waitlist and enroll students in compliance with charter law and regulations; maintain student records and information; and ensure compliance with student confidentiality laws. Lead manage the student information management system includes auditing for data integrity and oversight of student records (e.g., enrollment, attendance, disciplinary actions, demographic data, immunization, emergency/medical information, special education, interventions, and school records).

#### External reporting and compliance

- Ensure compliance with state and federal regulations; ensure that all required financial reports are submitted in a timely and accurate manner; monitor management/lease/charter agreements, with particular attention to financial reporting requirements; and maintain effective working relationship with the authorizer, the state, and other regulatory and oversight agencies.

#### Facilities

- Manage custodial staff and facility and related contractors, including repairs and maintenance; support school-based operations teams to maintain the facilities, helping to ensure that they are functional and inspiring learning environments; handle repairs and preventative maintenance programs, carpentry, and mechanical systems; manage maintenance and repair tickets, including

painting, VCT and carpeting, dry wall, ceiling tiles, doors and locks, plumbing, heating, ventilating, air conditioning, minor electrical, installations, and furniture.

#### Meals

- Oversee nutrition and food programs and related compliance; manage food service vendor(s) and staff; and oversee free and reduced-price lunch eligibility and collection of meal payments.

#### Safety and health services

- Manage school nursing and ensuring compliance with all education laws affecting the health and safety of students; ensure that students receive all required immunizations and health assessments, that proper student health records are maintained, and that staff are trained in emergency medical procedures.

#### Information technology

- Ensure information systems are fully functioning; oversee the planning, administration, maintenance, and troubleshooting of information technology hardware and software; ensure security policies and procedures are in place to protect confidential information and provide reliable access, and that they comply with local, state, and federal policies related to technology use, such as FERPA; manage user accounts and system security and oversee back-up procedures; and coordinate user-training programs to ensure effective and efficient use of technological resources.

#### **Required Qualifications:**

- Candidates must have a Bachelor's degree (an MBA, MPA, or other relevant advanced certification preferred)
- Urban and/or charter school operations experience, ideally including experience directly managing school operational, financial, and/or facilities teams
- Deep experience with operational systems, financial systems, and facilities maintenance
- Demonstrated ability to manage multiple projects and tasks; create, manage, and arrange priorities; and maintain focus in a fast-paced environment
- Demonstrated ability to be proactive and take initiative
- Excellent interpersonal, oral, and written communication skills

#### ***CHIEF ACADEMIC OFFICER***

#### **Responsibilities:**

##### Managerial Leadership and Team Development

- Build a strong, cohesive team culture that reflects the Charter School's core values
- Participate as a member of the leadership team that sets and oversees the strategy for all STEM Prep programming to develop a vision and comprehensive long-term plan for the design of the schools
- Manage school principals and academic team leaders
- Collaborate with the Chief Executive Officer to hire school principals and assistant principals, and plan and implement professional development for school principals and academic staff
- Supervise principals in the creation and implementation of effective professional development opportunities for their staff, complete quarterly performance evaluations of principals and academic team leaders
- Work with organization leadership to ensure that all of the development, operations, technology, talent, and finance needs of the schools are met, and liaises with external stakeholders, community agencies, donors, and other third party constituencies

### Educational Leadership & Academic Support

- Supervise principals and academic team leaders in continually aligning school programs with the mission, beliefs, priorities, and initiatives of STEM Prep
- Support principals and academic team leaders to develop and implement long-term plans for curriculum, assessment, and school improvement, and to share current educational trends, practices, and proposed legislation impacting the schools
- Ensure principals have a clear plan for improvement of instruction and school culture, engage principals in quarterly academic program analysis, and manage long-term and annual school planning

### **Required Qualifications:**

- BA required. MS or Doctorate preferred.
- Demonstrated passion for the STEM Prep mission, vision and values with a deep commitment to improving the lives of students from low-income communities; knowledge of and experience working with low-income communities
- Minimum of three years of experience as a principal in a high performing school serving a similar student population to STEM Prep
- Proven track record of success managing high-performing senior leaders to achieve ambitious goals
- Outstanding leadership and management skills, particularly as it relates to building teams, promoting collaboration, managing conflict, goal setting, and holding people accountable
- Entrepreneurial spirit, flexibility, and demonstrated success in building a program, department or organization
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders

### **SCHOOL SITE STAFF**

#### ***PRINCIPAL***

### **Responsibilities:**

#### Student Performance

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

#### STEM Prep Leadership

- Develop goals and objectives consistent with the STEM Prep's mission and values
- Lead teachers in developing a healthy school culture aligned with the mission, vision and values of the 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 students, staff, visitors, and public and private property
- Ensure an orderly learning environment
- Ensure appropriate standards of student behavior, performance, and attendance
- Represent the STEM Prep to the broader community



### Instructional Leadership

- Manage, evaluate, and develop a team of teachers
- Work with teachers to constantly assess and improve student achievement
- 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 consistency in instruction and practice amongst teachers
- Ensure learning environment and classroom instruction maximizes student learning
- Monitor students' progress
- Ensure implementation of high quality SPED program, including the tracking of services

### **Required Qualifications:**

- California credential in Teaching, Pupil Personnel Services, or Professional Administrative Services or equivalent
- At least 5 years of experience in the education field
- Minimum of three years of teaching experience
- Proven experience as an instructional leader
- Demonstrated experience using technology in the classroom
- Proven success with raising academic achievement with a diverse student population
- Demonstrated experience using data-driven instructional systems
- Experience supervising and evaluating staff
- Familiarity with California Department of Education rules and regulations
- Experience managing school budgets
- Visionary leadership and a passion for education reform
- Ability to form productive relationships with a highly diverse group of students, families, and staff
- Desire to be held accountable for school performance
- Interest in and knowledge of the evolving education technology market
- Excellent communication and organizational skills
- Entrepreneurial spirit with an ability to thrive in a start-up environment
- Charter school experience preferred
- Familiarity with California state standards and assessments preferred
- Ability to speak multiple languages preferred (Spanish)
- Familiarity with the proposed area for the school preferred

### ***ASSISTANT PRINCIPAL***

### **Responsibilities:**

- Serve on the Charter School's administrative team as a school leader, advisor, and thought partner to the Principal
- Contribute to the development of MSCP'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 teachers
- Create the school schedule and student scheduling
- Co-lead professional development along with the Principal

#### **Required Qualifications:**

- Professional Administrative Services Credential and/or Master's Degree in Education or equivalent
- Valid teaching credential preferred, but not required
- Successful classroom teaching experience in a 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 STEM Prep's mission and values

#### **TEACHER**

Teachers are generally responsible for lesson planning, instruction, class attendance reporting, and all other typical duties of an Elementary, Middle and High School teacher. Additionally, Teachers must have a strong belief and commitment to the STEM Prep Schools, Inc. mission and vision. Teachers will implement the curriculum and assessment programs and work to ensure students have mastered the content, employing a growth mindset for both self and students. Teachers will report directly to the Principal.

#### **Responsibilities:**

- Teaching and Learning
- Maintain and enrich expertise in the teaching subject area
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- As appropriate, differentiate curriculum to meet the needs of all students
- Present weekly lesson plans to the Principal
- Provide direct and indirect instruction, including but not limited to teaching at least six courses and one advisory each instructional day
- Long and short-term planning addressing individual needs of students
- Prepare students adequately for all required assessments, including providing tutoring
- Evaluate students' progress
- Develop and sustain strong relationships with parents
- Communicate effectively, respectfully, and consistently with parents
- Maintain updated student grades to provide at least quarterly student progress reports to parents
- Attend scheduled parent conferences during the school year, might require to stay after school hours
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Accept and incorporate feedback and coaching from administrative staff

- Serve as an advisor to a students, including organizing advisory groups, overseeing their academic and behavioral progress
- Create, monitor, and sustain a school culture of high-expectations

**Required Qualifications:**

- Bachelor of Arts or Science degree
- A California Multiple or Single Subject Teaching Credential or have an Intern Credential
- Authorization to teach English Language Learners (required type of EL authorization dependent on teaching course load)
- An Emergency Teaching Permit (Provisional Intern Permit or Short Term Staff Permit) with the intention of completing a California Multiple Subject or Single Subject Teaching Credential through an accredited university within 1 calendar year
- Demonstrated subject area competence in each of the academic subjects in which the teacher is assigned to teach;

**Knowledge, Skills, and Abilities**

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint)
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.
- Ability to learn quickly.
- Flexibility to adapt to constantly changing environments.
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education.

***RESTORATIVE JUSTICE COORDINATOR***

The Restorative Justice Coordinator (RJC) is responsible for planning, implementing, and overseeing restorative justice programs and initiatives at the school site. This role plays a critical part in facilitating constructive communication and resolution processes to address conflicts, harm, and wrongdoing while upholding the principles of restorative justice. The Restorative Justice Coordinator will work closely with staff, community members, and relevant stakeholders to build and maintain a supportive and healing environment.

**Essential Job Functions**

- **Restorative Justice Program Development:**
  - Develop, implement, and maintain restorative justice programs and practices in accordance with the organization's mission and values.
  - Collaborate with key stakeholders to assess the needs of the students and community and adapt programs accordingly.
  - Ensure that all restorative justice programs are consistent with best practices and meet relevant legal and ethical standards.
- **Facilitation and Mediation:**

- Conduct restorative justice circles and conferences to address conflicts and harm within the organization or the community.
- Provide mediation and facilitate dialogues between affected parties, fostering communication and empathy.
- Support victims, offenders, and community members through the restorative justice process.
- **Training and Education:**
  - Provide training and education on restorative justice principles and practices to staff, volunteers, and community members.
  - Develop and deliver workshops, seminars, and materials to increase awareness and understanding of restorative justice.
- **Documentation and Reporting:**
  - Maintain accurate records of restorative justice cases, including participant information, outcomes, and feedback.
  - Prepare regular reports on program effectiveness, impact, and areas for improvement.

**Required Qualifications:**

- Prior experience in restorative justice, conflict resolution, mediation, or related fields.
- Strong understanding of restorative justice principles and practices.
- Excellent communication, facilitation, and conflict resolution skills.
- Cultural competence and the ability to work with diverse populations.
- Strong organizational and record-keeping abilities.
- Commitment to upholding ethical and confidentiality standards.
- Proficiency in using relevant software and tools for data management.

**Preferred Qualifications:**

- Bachelor's degree in social work, criminal justice, psychology, or a related field
- Certification in restorative justice facilitation or mediation
- Experience in program development and management.

***SCHOOL PSYCHOLOGIST***

The responsibility of the school psychologist is to serve as a special education staff member and to provide specialized psychological services to the students.

**Responsibilities:**

- Maintain compliance with District policies and procedures and provisions of the Modified Consent Decree
- Coordinate and implement staff development activities for Charter Schools and designated instructional service (DIS) Support staff as directed
- Act as liaison with LAUSD, Charter schools, and the Los Angeles Department of Mental Health
- Maintain assessment activity reports and Welligent Service Tracking system; and assist schools that are preparing for compliance reviews with assessment issues
- Conduct assessment for psycho-educational evaluation referrals

- Serve as a member of a crisis team to assist in crisis situations at both STEM Prep Schools; MSCP and Crown Prep, as needed

**Required Qualifications:**

- Bachelor of Arts or Science degree
- General Pupil Personnel Services Credential authorizing services as a school psychologist
- State Licensure or National Board Certification in the area of School Psychology
- At least one school year of completing an educational psychology internship
- One year of successful full-time service in a certificated position(s)
- Bilingual in Spanish

***DESIGNATED INSTRUCTIONAL SERVICE (DIS) COUNSELOR***

The DIS and Transition Counselor provides social-emotional support for students on your caseload as well as providing targeted transition support for students with IEPs at Math and Science College Preparatory. Below you will find a brief description of each role.

**Social-Emotional (DIS):**

- Develop lessons that address students needs and support them in meeting their social-emotional goals
- Consult and collaborate with teachers to ensure appropriate accommodations are being implemented
- Provide weekly service minutes and document them in Welligent by the end of the workday every Friday
- Submit service action plan for services on in Tier 1 to the Director of Special Education for review as needed
- Participate in weekly professional development session at either school site
- Collaborate with site leaders to develop ongoing professional development sessions that address students social-emotional need
- Seek professional development opportunities with outside organizations (admin approval needed to attend)

**Transition:**

- Collaborate with the resource teacher to develop lessons that address students career, education, and independent living goals as outlined in the ITP
- Build relationships with local community and state agencies that can potentially support the student in meeting post-secondary goals
- Schedule college presentations to inform students of the accommodations available in the college
- Coordinate the request for accommodations for the SAT/AP/ACT tests as well as scheduling of the test administration
- Attend transition IEP meetings at our sister schools to support in the student's successful transition from SPES to CPA and CPA to MSCP as needed

- **Required Qualifications:** Bachelor of Arts or Science degree

- Valid Pupil Personnel Services credential
- Experience in TK-12 curriculum and instruction, including classroom teaching experience, is required; school leadership is a plus
- Experience hiring and supervising others is a plus
- Experience in after school programming, athletics, enrichment, and/or other places of learning outside of the classroom is a plus
- Experience in after school programming, athletics, enrichment, and/or other places of learning outside of the classroom is a plus
- Ability to design, plan for, and implement academic and enrichment programs for students
- Ability to read, interpret, apply, and explain rules, regulations, policies, and procedures
- Strong interpersonal skills, with the ability to work effectively with students, families, team members, and school site leaders to achieve results.

### ***SCHOOL COUNSELOR***

The School Counselor will work directly with students and staff to ensure that students' social and emotional needs are met.

#### **Responsibilities:**

- 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 school staff regarding social and emotional needs of students
- Coordinate family, school and community resources on behalf of students

#### **Required Qualifications:**

- Bachelor of Arts or Science degree
- Valid Pupil Personnel Services credential
- 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
- Minimum of 1 year full-time high school counseling experience
- Minimum of 1 year college-prep counseling experience
- Demonstrated success with similar populations

#### **Preferred Qualifications:**

- Two or more years of prior counseling experience strongly
- Bilingual/Spanish skills

### ***INSTRUCTIONAL AIDE***

The instructional aide supports and assists teachers with in-class instruction, run small groups, and one-on-one instruction, supporting students who have been identified as at-risk of not meeting challenging state standards, specifically EL and SpEd students. Assist with campus supervision during arrival, passing periods, nutrition, lunch, and dismissal. Serve as a substitute teacher as needed (if qualified).

**Responsibilities:**

- Work with students in grades K-12
- Support small group or 1:1 instruction of students who have been identified as at-risk of not meeting challenging state standards
- Assist other school staff with supervision of students
- Perform related duties as assigned.

**Qualifications:**

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A high school diploma or equivalent is required. Passing CBEST score and valid teaching credential required to serve as substitute teacher.

**Knowledge, Skills, and Abilities**

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint)
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.
- Ability to learn quickly.
- Flexibility to adapt to constantly changing environments.
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education.

***CAMPUS AIDE***

The Campus Aide job is to assist in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on the school campus; modeling appropriate behaviors and interactions with students and staff. The Campus Aide will report to the School Operations Manager.

**Responsibilities:**

Patrols school corridors, locker rooms, rest rooms, assembly and athletic facilities, gymnasiums, bus-loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.

- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May assist a certificated employee in supervising students during field trips and special events.
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs.

- May deliver, set up, lay out, or collect equipment and other materials.

### **Qualifications**

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A high school diploma or equivalent is required.

### **Knowledge, Skills, and Abilities**

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint)
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.
- Ability to learn quickly.
- Flexibility to adapt to constantly changing environments.
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education.

### ***SCHOOL OPERATIONS MANAGER***

The School Operations Manager will support the day-to-day financial and operational activities of MSCP. They will have a significant role in creating, refining and implementing policies and systems while upholding the mission and values of the school.

### **Responsibilities:**

- Create, maintain, and execute the Charter 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 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

### **Required Qualifications:**

- Minimum of 2 years of professional experience required
- 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

**Preferred Qualifications:**

- Spanish language skills
- Prior school or non-profit work or volunteer experience

***OFFICE ASSISTANT***

The Office Assistant will provide frontline customer service to students, families, and staff in MSCP's main office.

**Responsibilities:**

- 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 student files, and all information pertaining to logs
- Regularly ensure that printers and other equipment are in optimal condition
- Receiving and organize materials
- Receive and distribute mail
- Other duties as assigned

**Required Qualifications:**

- Oral and written proficiency in Spanish required
- 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
- Strong commitment and passion for MSCP's mission and values.

**Preferred Qualifications:**

- AA preferred
- Prior school administrative experience preferred

***FACILITIES MANAGER***

The Facilities Manager maintains buildings and grounds in a clean, sanitary, and safe condition, assists in providing security for buildings and grounds by patrolling school corridors, restrooms, and other campus locations in order to prevent unsafe activities, and assists in maintaining standards of student discipline and ensures the observance of rules and procedures by students and others on the school campus at the direction of a school administrator or teachers.

**Responsibilities:**

- Performs a variety of custodial duties as requested by the school office and teachers
- Participates in the opening and closing of facilities
- Gathers and disposes of rubbish, paper, leaves, and debris, and empties and washes refuse containers
- Moves and adjusts chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings
- Locks and unlocks doors, gates, windows, and storerooms
- Keeps records relative to equipment and furniture; Identifies and reports information regarding vandalism, theft, fire damage, and floods, and identifies, records, and reports maintenance needs
- Makes minor repairs to building hardware, plumbing, woodwork, building equipment, and furniture
- Assists in the provision of security for buildings and grounds, contacts the proper authority for assistance as needed, and escorts authorized and unauthorized persons in and from buildings and grounds
- Patrols school corridors, rest rooms, and other campus locations in order to prevent unsafe activities
- Directs students and others and takes action, as necessary, to prevent injury to persons or damage to property
- Works with groups authorized to be on the campus before and after school and helps keep the campus free of unauthorized persons
- Manages outside vendors for repairs and/or maintenance or custodial functions, as needed
- Performs related duties as assigned

#### **Required Qualifications:**

- Graduation from high school or evidence of equivalent educational proficiency
- At least one year of experience in providing cleaning services in commercial and/or public facilities

#### ***ASSISTANT FACILITIES MANAGER***

The assistant facilities manager is responsible for ensuring the overall maintenance and cleanliness of the school facilities. It is the responsibility of the assistant facilities manager to ensure that the facilities are maintained in a condition of operating excellence, cleanliness, and safety. Safety, cleanliness and continued efficiency of operation shall be major goals at all times.

#### **Responsibilities:**

- Perform and oversee repair and maintenance of all equipment, buildings and grounds of the district.
- Recommend to the FM the purchase and replacement of maintenance equipment and custodial supplies.
- Ensure that daily maintenance is completed where needed.
- Research, prepare and present price comparisons and specifications of needed custodial supplies.
- Consult the building principal as to needed maintenance.
- Make weekly inspections of all buildings and grounds.
- Maintain necessary records as required.

- Administer the budget for maintenance, grounds, and custodial supplies and equipment.
- Develop and implement a program of preventive maintenance.
- Understand, develop and implement safety procedures.
- Maintain accurate and up-to-date inventory of building furniture, fixtures, and equipment.
- Conduct minor maintenance on building/fixtures/furnishings and cleaning/grounds keeping equipment, when necessary. Ensure the following duties are performed timely: Replace light bulbs and fluorescent lamps; paint interior walls; repair plumbing fixtures, furniture and locks; and make minor cleaning/grounds keeping equipment repairs.
- Maintain a clean, safe, and comfortable school building environment which includes but is not limited to: Clean and disinfects restrooms and drinking fountains; clean cafeteria, gymnasium, classrooms, windows, and hallways; wax, buff, and strip floors; open and close building; conduct building walk- through with health and fire inspectors; regulate heat and air conditioning systems for safe and effective operation; move furniture or equipment within building; set up building areas for special events; dispose of trash, rubbish, and waste following local laws, regulations, and procedures.
- Ensure that a clean and attractive school ground is maintained, which includes but is not limited to: mow grass, rake leaves, trim trees and shrubs; cut weeds; mulch existing vegetation and new plantings; clean drains, curbs, and walkways; check playground equipment for safety.

#### Required Education and Experience

Experience in a custodial / maintenance capacity

#### ***INFORMATION TECHNOLOGY ("IT") COORDINATOR***

The IT Coordinator will control and manage technology resources; promote technology utilization within MSCP; possess the ability to develop and follow a technology plan; an understanding of emerging technologies that can be used in support of MSCP's mission; and a solid foundation of hardware, instructional software, and network infrastructures.

#### **Responsibilities:**

- Providing leadership in the use of technological delivery systems for instruction
- Providing computer acquisition assistance, network administration, installation and user information, and ongoing user assistance
- Developing a comprehensive technology plan for the school
- Assessing and evaluating technology needs to ensure effective implementation of the strategic plan, technology plan, and local curricula of the Charter School
- Developing and/or conducting basic "end-user" technical training for staff members on the utilization of technology
- Coordinating the design, implementation, utilization, troubleshooting, and maintenance of the district network and infrastructure including LANs, WANs, servers, switches, routers, phone system, and other peripherals

- Ensuring accurate, up-to date inventory records, including, but not limited to technology inventory, repair records and maintaining a resource catalog of software, materials, and plans for replacement and/or upgrade of technology
- Assuming responsibility for networking and maintenance of hardware capabilities with the school system
- Keeping all hardware operational and developing a preventative maintenance program for all equipment
- Maintaining system physical security and data backups
- Serving as a technical consultant to administration and curriculum leaders
- Providing all telephone, electronic mail and onsite technical services to assist all school personal to utilize technology in the performance of their job responsibilities
- Coordinating and scheduling updates to the school website
- Repairing (or arranging to have repaired) technology-related equipment and maintaining upgrade and repair records
- Ensuring all necessary records are accurate and complete as required by laws, district policies, and school regulations

#### **Required Qualifications:**

- High School Diploma, preferably an AA
- Experience supporting a small to mid-size organization in the area of information technology, including setting up networks, email accounts, and databases
- Ability to diagnose and fix small computer problems
- Ability to seek additional support from vendors, when needed

#### ***CUSTODIAN***

The custodian is responsible for ensuring the overall maintenance and cleanliness of the school facilities. It is the responsibility of the custodian to ensure that the facilities are maintained in a condition of operating excellence, cleanliness, and safety. Safety, cleanliness and continued efficiency of operation shall be major goals at all times.

#### **Responsibilities:**

- Make daily inspections of assigned areas of buildings and grounds.
- Complete daily assigned cleaning tasks in a timely and conscientious manner to ensure a clean, safe, and comfortable school building and grounds environment, which includes but is not limited to: Clean and disinfect restrooms and drinking fountains; clean cafeteria, gymnasium, classrooms, windows, and hallways; wax, buff, and strip floors; open and close building; move furniture or equipment within building; set up building areas for special events; dispose of trash, rubbish, and waste following local laws, regulations, and procedures; mow grass, rake leaves, trim trees and shrubs; cut weeds; mulch existing vegetation and new plantings; clean drains, curbs, and walkways.
- Maintain cleaning logs as directed.
- Assist the Facilities Manager with repair and maintenance of equipment, building, and grounds.
- Maintain custodial supplies and equipment in an orderly and sanitary manner.
- Recommend to the Facilities Manager the purchase and replacement of custodial supplies
- Understand and implement safety procedures.

**Competencies**

- Customer Service.
- Communication Proficiency.
- Decision Making and Initiative.
- Problem Solving/Analysis.

**Qualifications:**

- Experience in a custodial/maintenance capacity
- K-12 Education experience (preferred)

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## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

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

*(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

#### **Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

#### **ATHLETIC PROGRAMS**

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

#### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

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

#### **TRANSPORTATION SERVICES**

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

#### **WORKPLACE VIOLENCE PREVENTION PLAN**

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

#### **HOMICIDE THREATS**

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

#### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to



employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

#### **MENTAL HEALTH EDUCATION**

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

#### **MENTAL HEALTH INFORMATION**

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

#### **SAFE PLACE TO LEARN ACT**

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

#### **GUN SAFETY NOTICE**

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

#### **SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

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

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

#### **FEMININE HYGIENE PRODUCTS**

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

#### **ALL GENDER RESTROOMS**

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

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

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

#### **RECESS**

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

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

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

#### **BULLYING PREVENTION**

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

#### **LGBTQ RESOURCES TRAINING**

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

#### **TRANSPORTATION SAFETY PLAN**

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

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## **ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE**

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*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

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

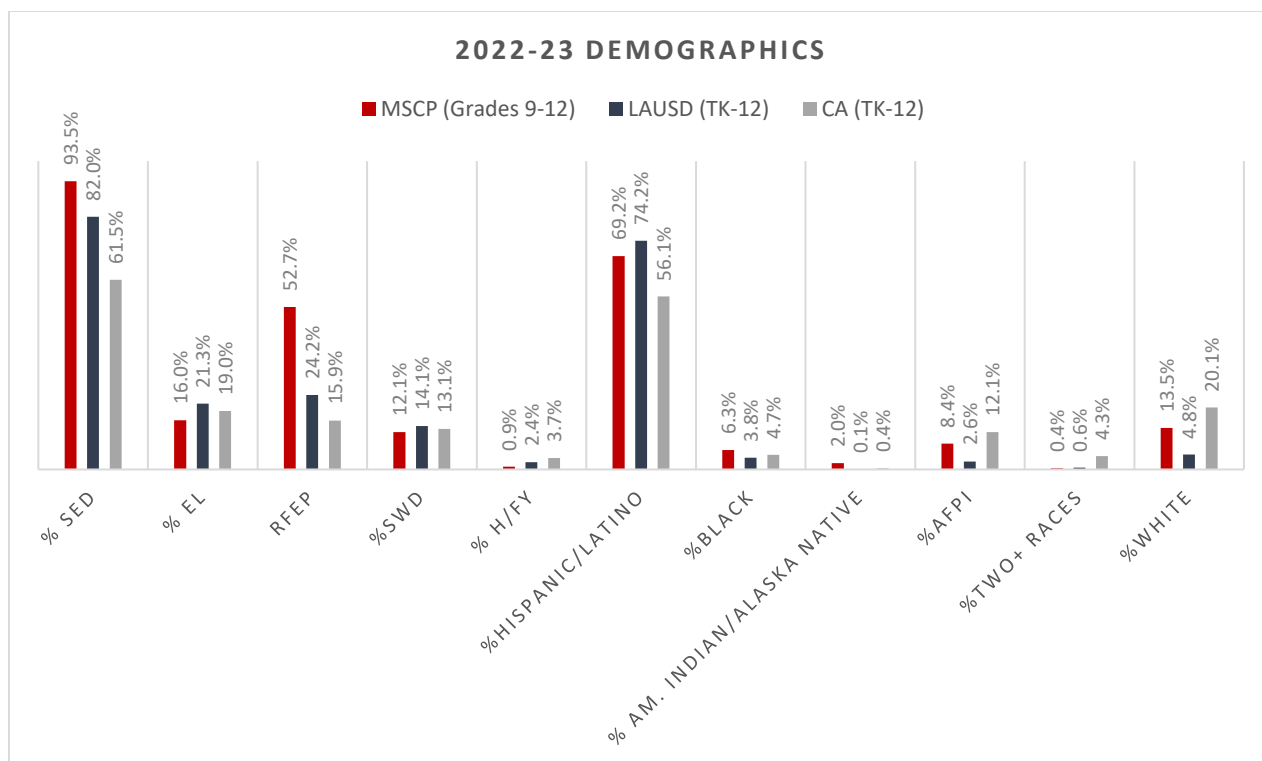
Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific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

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

### **COURT-ORDERED INTEGRATION**

#### **MSCP’S PLAN FOR ACHIEVING AND MAINTAINING THE LAUSD’S GOALS**

MSCP is committed to serving all students. MSCP also is committed to maintaining a diverse student body and takes steps to achieve a racial/ethnic balance as well as an inclusive population of SWD and EL students at MSCP that is reflective of the District and our surrounding community. As illustrated in Element 1, MSCP’s enrollment closely mirrors District averages,



Source: DataQuest, CDE

Recruitment efforts include advertising in local paper, flyers, brochures, postcards, informational fairs, church visits, visits to local pre-schools, Open Houses, monthly School Tours, and parent meetings at local schools. Languages targeted include Spanish and English. The recruitment strategy of the Charter School targets students directly through after-school programs, community events, summer community outreach programs, and Parks and Recreation programs and activities. The Family Engagement Manager and the Network Compliance Manager (serving as the Homeless and Foster Student Liaison) also collaborate to enroll students referred by local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for not staying in school.

Thanks to our excellent reputation in the community, as well as our sister school, Crown Prep Academy (grades 5-8), MSCP receives more applications for enrollment each year than space available. As needed, school staff and volunteers may engage in a variety of outreach activities based on our years of successful engagement with the surrounding community. Outreach includes distributing flyers and information to community partners, hosting information sessions and open houses, going door-to-door and attending community events to talk to families, and handing out applications. MSCP may also press and advertising campaigns in local Spanish and English media. We also use media outlets such as Facebook, Instagram, Twitter/"X", and the STEM Prep Schools ([stem-prep.org](http://stem-prep.org)) and MSCP ([mscollegeprep.org](http://mscollegeprep.org)) website .

Following the conclusion of the open enrollment/ application period each year (see Element 8), the CEO and Board will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic, SWD, EL and RFEP balance of students that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

### ***SPECIFIC ANNUAL OUTREACH, RECRUITMENT ACTIVITIES, MATERIALS, METHODS AND LANGUAGE(S)***

We conduct outreach – making presentations to parents, distributing flyers and Lottery Application forms, hosting booths at fairs and events, and inviting parents to our Open Houses and monthly School Tours -- to families from nearby middle schools, after school programs, centers for mothers and regional (disability) programs. Charter School representatives, speaking both Spanish and English, conduct outreach activities throughout open enrollment.

Additionally, as needed, MSCP hosts an information booth at community events such as local park openings, local sidewalk sales, back to school events, local libraries, open houses at community centers, farmers' markets, high school fairs, Book festivals, sport tournaments at parks and Science, Technology, Engineering, Math (STEM) Events etc. MSCP has representatives present at recurring community events such as Taste of Soul, Jazz Night, Summer Movie Nights and street parades during which Charter School representatives have opportunities to personally meet and speak to families about the Charter School and invite them to visit and see the program. Representatives also have hands-on activities for students to do when they come by the booth during events. Prospective students are also invited to special STEM events hosted on campus.

As part of the application process, parents or guardians are strongly encouraged to attend an information session to learn more about the educational program of MSCP. Information sessions are held at least monthly during the open enrollment from December to March 1<sup>st</sup> of each year.

### ***How this Plan Will Achieve and Maintain the LAUSD's Racial/Ethnic, EL and SWD Balance Goals***

MSCP's population (70.0% Hispanic Latino, 8.1% African American, 7.7% AFPI, 1.9% American Indian or Alaska Native, 0.4% Two or More Races, and 12% White)<sup>79</sup> is rather close to LAUSD's racial/ethnic balance, with 73.8% Hispanic/Latino students, 7.3% African American, 5.3% AFPI, 0.1% American Indian or Alaska Native, 2% Two or More Races, and 9.8% White.<sup>80</sup> Similarly, we have 15.2% ELs and another 52.1% RFEP, higher than LAUSD's 9-12<sup>th</sup> grade EL rate of 11.3% with another 42.5% RFEP);<sup>81</sup> MSCP serves 12.3% SWD, comparable to LAUSD's 14.8% across all grades. While we cannot control the balance of our population due to the lottery for enrollment, we do seek to enroll a diverse population through our outreach efforts, detailed above.

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<sup>79</sup> <https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647330126136&agglevel=school&year=2023-24>

<sup>80</sup> <https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=1964733&agglevel=district&year=2023-24>

<sup>81</sup> <https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=1964733&agglevel=District&year=2023-24>

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## **ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES**

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*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the

student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

#### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

#### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

### **ADMISSION REQUIREMENTS**

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. MSCP is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. MSCP will admit all pupils who wish to attend MSCP to the extent that space allows. Education Code Section 47605(d)(2)(A).



The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

## **STUDENT RECRUITMENT**

See Element 7, above. MSCP is committed to recruiting and enrolling diverse students, including those with a history of low academic performance, SED students and SWD. MSCP is very well known and respected in the community, helping to draw enrollment from diverse families.

## **LOTTERY PREFERENCES AND PROCEDURES**

Applications are accepted during a publicly advertised open enrollment period each year, which generally takes place from August through October 1 for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than there are available spaces. In the event that this happens, the Charter School holds a public random drawing to determine admission for the impacted grade level(s), with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Students who reside within LAUSD (as required by Ed Code and District Policy)
2. Siblings of attending or admitted students (to help families and build community)
3. All other applicants.

Students who are currently enrolled and siblings of enrolled students will be exempted from the lottery. No other exemptions or preferences shall be given.

The Board takes all necessary efforts to ensure lottery procedures are fairly executed. Public random drawing rules, deadlines, dates and times are communicated on the Charter School's website. Public notice for the date and time of the public random drawing is also posted at Charter School entrances and by the Charter School office once the application deadline has passed.

The lottery drawing occurs at an evening meeting in October, on the MSCP campus at 3202 W Adams Blvd, Los Angeles, CA 90018. Parents/guardians are invited to attend but told that they are not required to do so in order to secure a space for their child/ren. Lottery spaces are pulled in order of grade level by the Principal or designee. As names are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. Students who are not granted enrollment for the next school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year. In no circumstance will a waitlist carry over to the following school year.

### **Enrollment Process**

By November 1, families will be notified in writing by the CEO, Principal or their designee of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet and submit required documentation within three weeks of the date of the written notification sent indicating that a spot is available for the student. The Charter School will hold a Pre-Enrollment session after the lottery and before the registration date to supply additional information and to assist families in filling out forms. The Charter School shall require admitted students to complete an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records<sup>82</sup>

The waiting list is used to fill the enrollment if any spaces become available. When a space becomes available and a child is to be promoted off the waiting list, families are notified by the MSCP Operations Manager via the phone numbers provided on the Lottery Application Form. If the school year for which the student is being offered a place has not yet commenced, the family must respond by returning the Enrollment Packet to the Registrar within 10 calendar days of notification to secure a spot; if the offer of admission is made within two weeks of the first day of the new school year or the school year already is in session, families must respond to by returning the Enrollment Packet to the Registrar within two school days in order to secure admission, or admission for that student is forfeited and the next student on the waiting list is contacted. Should the family decline the position, the next family on the list will be contacted until the open position is filled. The Operations Manager is available to assist families in completing the required forms and paperwork.

Lottery Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically retained on campus and available for audit

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<sup>82</sup> The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

and inspection, and lottery results and waiting lists for the school year (determined in the order names are drawn in the lottery) will be readily available in the school's main office for inspection upon request.

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## ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

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

### ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of MSCP to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any STEM Prep staff, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for reviewing proposals from audit firms from the State

Controller's list of approved charter school auditors and making a recommendation to the Board, unless the existing contract is a multi-year contract. The COO is responsible for working with the auditor to complete the audit.

- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Board of Directors will review and approve the audit no later than December 15.
- The COO will be responsible for submitting the audit to all reporting agencies no later than December 15.

The audit committee will review any audit exceptions or deficiencies and report recommendations for 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.

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## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

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*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)*

### **GENERAL PROVISIONS**

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

#### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

#### **STUDENTS WITH DISABILITIES**

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

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

student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

#### **NOTIFICATION OF THE DISTRICT**

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

#### **OUTCOME DATA**

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

#### **REHABILITATION PLANS**

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



readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

#### **READMISSION**

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

#### **REINSTATEMENT**

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

#### **GUN-FREE SCHOOLS ACT**

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

The Charter School shall comply with all applicable current law, including Education Code Section 47605(c)(5)(J), which is not reflected in the District's FSDRL.

### **SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM**

Students learn best in an environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. As detailed in Element 1, MSCP provides Positive Behavior Intervention Support (PBIS), tiered interventions in our MTSS model, and a comprehensive restorative justice program led by our onsite Restorative Justice Coordinator.

In order to maintain a positive learning environment, Math and Science College Prep staff have developed a comprehensive set of student discipline policies through the work of a committee that includes all interested parents, guardians, students, and staff. The contents of these policies and the student handbook are consistent with provisions in this charter petition, applicable District policies, and the District's School Climate Bill of Rights. The Math and Science College Prep student discipline policy and procedures for suspension and expulsion include positive behavioral interventions. These policies are distributed in the school's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy is not discriminatory or arbitrary. The process follows general principles of due process. Students sign agreements related to their understanding of and responsibility to the standards

set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules as set forth in the student handbook may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

MSCP is exempt from Education Code Section 48900, *et seq.* requirements and procedures related to student suspension and expulsion in traditional public schools; however, MSCP is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first, as these are not grounds for suspension or expulsion.

## **GROUND FOR OUT-OF-SCHOOL SUSPENSION AND EXPULSION; OUT-OF-SCHOOL SUSPENSION PROCEDURES; EXPULSION PROCEDURES AND POLICY**

The Suspension and Expulsion Policy and Procedures ("Policy") have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal. All suspension procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their

representatives. Additionally, the Charter School's process for investigating incidents and collecting evidence will be fair and thorough.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This Element 10 shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements and the District's Policies and Procedures for Charter Schools. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be distributed annually as part of the Parent/Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians<sup>83</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom MSCP has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. MSCP will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom MSCP has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights, as it may be amended from time to time.

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from Charter School

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<sup>83</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

shall not exceed 20 days in a school year. Students with an IEP shall not be suspended for more than 10 school days in any school year.

## **PROCEDURES**

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct, as described immediately below, if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

#### **1. Discretionary Suspension Offenses:** Students *may* be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, electronic cigarettes, vaping devices and related gels. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of

either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- (i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- (ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- (iii) Causing a reasonable student to experience substantial interference with their academic performance.
- (iv) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (i) A message, text, sound, video or image.
- (ii) A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- (iii) An act of cyber sexual bullying.
  - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual

recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraph (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.

b. Willfully used force or violence upon the person of another, except self-defense.

- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel, electronic cigarettes, vaping devices and related gels. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.



- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 9 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 9 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - (i) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - (b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- (c) Causing a reasonable student to experience substantial interference with their academic performance.
    - (d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - (ii) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - (a) A message, text, sound, video, or image.
    - (b) A post on a social network Internet Web site including, but not limited to:
      - 1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - 2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      - 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
    - (c) An act of cyber sexual bullying.
      - 1. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraph (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      - 2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - (iii) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
  - b. Brandished a knife at another person.
  - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel or Board of Directors in an expulsion appeal that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

## **SUSPENSION PROCEDURES (FOR IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSIONS)**

If deemed necessary, MSCP may assign in-school suspension, following the procedures for in-school and out-of-school suspensions outlined in the provisions here in Element 10, which constitute MSCP's Suspension and Expulsion policy. In-school suspension will be served in either the Charter School's main

office or an open classroom and will be supervised by the Principal or designee. During in-school suspensions, teachers will assign work to be completed in the in-school suspension setting. Students will be provided necessary supplies and materials, and teachers will be available to meet with the student during breaks. The maximum number of days of in-school suspension will not exceed two (2) days per incident and five (5) days in one academic year. An administrator notifies the parent(s)/guardians or the foster child's educational rights holder, attorney, and county social worker via telephone of an in-school suspension, and a meeting is held when needed/requested.

In-school suspension will not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against school officials or school property, or both

Suspensions shall be initiated according to the following procedures:

#### **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

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 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 student 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 their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days of when the student was suspended, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference.

Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with school administration. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

#### **Notice to Parents/Guardians**

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by telephone, email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing by the Principal or Assistant Principal of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If the Principal or Assistant Principal wish to ask the parent/guardian to confer regarding matters

pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### **Length of Suspension**

The Principal has authority to suspend students. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. For students with an IEP and students with a Section 504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year. If a suspension reaches 10 school days, the Charter School shall provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights, and a hearing adjudicated by a neutral officer w/in a reasonable number of days. At which the pupil has the right to bring legal counsel or an advocate. The team would consider a manifestation determination or IEP/504 meeting to review needs.

Upon a recommendation of expulsion by the CEOI or CEO's designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. The student will be provided the opportunity, in coordination with the Principal and/or the classroom teacher, to receive instructional support and complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams. A parent/student may appeal a suspension decision by submitting an appeal in writing to MSCP'S Chief Executive Officer.

### **Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

## **EXPULSION PROCEDURES**

### **Recommendations for Expulsion**

Students will be recommended for expulsion if the CEO finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

### **Expulsion Hearing**

All expulsion procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer 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.. Unless postponed for good cause, the hearing will be held within thirty (30) days from the date of the recommended expulsion, after the CEO determines that an act subject to expulsion has occurred. A student may be expelled by a neutral and impartial Administrative Panel to be appointed by the Board, as needed ( the “entity conducting the hearing”). The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the School’s governing board. The entity conducting the hearing shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in confidential session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session no later than three (3) days prior to the date of the scheduled hearing

A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the CEO to summarize the evidence adduced at the hearing.

The CEO will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student’s parents at least ten (10) calendar days before the date of the hearing. This notice will include:

- The date, time, and place of the hearing;
- A statement of the specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based;
- A copy of the disciplinary rules that relate to the alleged violation;
- 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;
- 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;

- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause;
- A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

The decision of the entity conducting the hearing shall be in the form of written findings of fact and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to their educational program. A student and their parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing.

### **Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon finding a 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 which shall be examined only by the entity conducting the hearing. 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 (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The entity conducting the hearing must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel

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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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 courtroom 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 their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

A record of the hearing shall be made and may be maintained, consistent with MSCP's document retention and destruction policy, by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the student and/or parent/guardian within five (5) business days of a written request.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Governing Board on appeal



determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

### **Written Notice to Expel**

Following a decision of the Administrative Panel to expel, the CEO shall send written notice of the decision to expel within seven (7) calendar days, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal rights/procedures
4. Information about alternative placement options

The CEO shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence, if different than the chartering authority and to the authorizer as required by any operative DRL. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

### **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be submitted to the chartering authority.

### **Suspension/Expulsion Appeal**

Parents will be notified by the Principal or Assistant Principal through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. The suspension of a student will be at the discretion of the Principal. A suspension appeal may be made to the CEO within ten (10) days of the suspension. Following due consideration of the facts and safety of students, a decision by the CEO regarding student suspension will be considered final. An expulsion may be appealed within ten (10) working days and must be submitted in writing to the CEO. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the STEM Prep Governing Board and the family will have a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the CEO, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the STEM Prep Board of Directors will be impartial and final. MSCP will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post-expulsion support to expelled students and their families to facilitate continued access to education.

**Reinstatement and Readmission**

Pupils who are expelled from MSCP shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to MSCP for readmission.

The readmission process will include a meeting with the Principal to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal shall make a recommendation to the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. MSCP is responsible for reinstating the student upon the conclusion of the expulsion period.

**Rehabilitation Plans**

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. MSCP shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. STEM Prep's governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, MSCP shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

**Expelled Pupils/Alternative Education**

The Charter School will help provide the parent necessary information and a list of placement options, e.g. community day school or County programs.

**Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

**Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

1. Notification to District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student that MSCP or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, MSCP, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If MSCP, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If MSCP, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that MSCP had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and MSCP agree to a change of placement as part of the modification of the behavioral intervention plan.

If MSCP, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then MSCP may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or MSCP believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or MSCP, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and MSCP agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if MSCP believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The CEO or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

## 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated MSCP's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if MSCP had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If MSCP knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If MSCP had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by MSCP pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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## ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

MSCP has made participation in State Teachers’ Retirement System (STRS) available to teachers and a 403b available to classified persons working at the school. MSCP will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS fund as required.

### **Staff Retirement Allocations**

1. STRS: All certificated personnel including teachers, Principal, and guidance counselor
2. Classified staff will be offered a 403b
3. Federal Social Security: Classified staff, including the CEO, Administrative Assistants, Front Desk/Registrar

### **Responsible Staff Member**

The CEO is responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made with approval of the Board.

### **STRS Reporting**

MSCP will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Math and Science College Prep CEO shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.

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## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

MSCP is a school of choice, and parents may choose to send their children to a different school in the area. Public school attendance alternatives available to students within 3 miles of MSCP include

- Alliance Ouchi-O'Donovan 6-12 Complex
- Foshay Learning Center
- Leadership & Public Service Virtual Academy
- CATCH Prep Charter High, Inc.
- Susan Miller Dorsey Senior High
- West Adams Preparatory High
- Girls Academic Leadership Academy, Dr. Michelle King School for Sci, Tech, Eng and Math
- Los Angeles Senior High
- Thirty-Second Street USC Performing Arts
- Alliance Gertz-Ressler Richard Merkin 6-12 Complex
- New Designs Charter
- Barack Obama Global Preparation Academy
- New Open World Academy K-12
- Early College Academy-LA Trade Tech College
- Ednovate - USC Hybrid High College Prep

Orthopaedic Hospital

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## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

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

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



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## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

### **GENERAL PROVISIONS**

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

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

### **PROPOSITION 39 DISPUTES**

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

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

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

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

Dr. Emilio Pack  
CEO, STEM Prep Schools  
3200 W. Adams Blvd.,  
Los Angeles, CA 90018

- 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

Dr. Emilio Pack  
CEO, STEM Prep Schools  
3200 W. Adams Blvd.,  
Los Angeles, CA 90018

- 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.

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## **ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES**

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

### **REVOCATION OF THE CHARTER**

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **CLOSURE ACTION**

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

### **CLOSURE PROCEDURES**

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

### **Designation of Responsible Person(s) and Funding of Closure**

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

### **Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

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

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before

the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD.

Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

### **Disposition of Liabilities and Assets**

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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



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

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

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

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

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

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

In the event that the school closes, the CEO and the COO will serve as the school's closure agents.

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## **ADDITIONAL PROVISIONS**

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### **FACILITIES**

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

#### **District-Owned Facilities**

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

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

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

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

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from

conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

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

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
  - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material

amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

## **INSURANCE**

### **Insurance Requirements**

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above

\$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall

be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

### **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.



- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days’ notice to Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours’ notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

# ADDENDUM

## Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the

pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

### **Element 1 – The Educational Program**

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

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

*"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses*

*offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).*

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

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

#### **ACADEMIC CALENDAR AND SCHEDULES**

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

#### **MATHEMATICS PLACEMENT**

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

#### **TRANSITIONAL KINDERGARTEN**

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

#### **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

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

### **SELPA Reorganization**

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

for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

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

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

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

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

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

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

### **STANDARDIZED TESTING**

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

#### **Element 4 – Governance**

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

##### **GENERAL PROVISIONS**

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

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

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

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

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

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

##### **LEGAL AND POLICY COMPLIANCE**



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

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

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

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

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

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

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

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

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or

physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

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

## **NOTIFICATION OF THE DISTRICT**

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

## **STUDENT RECORDS**

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

## **PARENT ENGAGEMENT**

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

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

### **FEDERAL PROGRAM COMPLIANCE**

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

### **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately

assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

#### **Element 6 – Health and Safety Procedures**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

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

*(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

#### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

#### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

#### **Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

#### **ATHLETIC PROGRAMS**

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

#### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

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

#### **TRANSPORTATION SERVICES**

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

#### **WORKPLACE VIOLENCE PREVENTION PLAN**

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

### **HOMICIDE THREATS**

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **MENTAL HEALTH EDUCATION**

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

### **MENTAL HEALTH INFORMATION**

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

### **SAFE PLACE TO LEARN ACT**

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

### **GUN SAFETY NOTICE**

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.



### **SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **HUMAN TRAFFICKING PREVENTION RESOURCES**

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

### **FEMININE HYGIENE PRODUCTS**

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

### **ALL GENDER RESTROOMS**

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

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

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

### **RECESS**

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early

release days. Charter School shall not restrict a student’s recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

### **CALIFORNIA HEALTHY YOUTH ACT**

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

### **BULLYING PREVENTION**

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

### **LGBTQ RESOURCES TRAINING**

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

### **TRANSPORTATION SAFETY PLAN**

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

### **Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)*

## **COURT-ORDERED INTEGRATION**

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

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

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

## **Element 8 – Admission Policies and Procedures**

*"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)*

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

## **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students

and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

### **Element 9 – Annual Financial Audits**

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

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

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

- k. Provisional Budget – Spring prior to operating fiscal year
  - l. Final Budget – July of the budget fiscal year
  - m. First Interim Projections – November of operating fiscal year
  - n. Second Interim Projections – February of operating fiscal year
  - o. Unaudited Actuals – July following the end of the fiscal year
  - p. Audited Actuals – December 15 following the end of the fiscal year
  - q. Classification Report – monthly according to Charter School’s Calendar
  - r. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
  - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction

- t. Other reports as requested by the District

#### **Element 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)*

#### **GENERAL PROVISIONS**

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

#### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

#### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If

a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

#### **NOTIFICATION OF THE DISTRICT**

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
  - Copy of parental notice of expulsion hearing
  - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
  - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
  - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
    - C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
    - D. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School



must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

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

### **REINSTATEMENT**

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

### **GUN-FREE SCHOOLS ACT**

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

## **Element 11 – Employee Retirement Systems**

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

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

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

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

## **Element 12 – Public School Attendance Alternatives**

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

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

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

## **Element 13 – Rights of District Employees**

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

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

#### **Element 14 – Mandatory Dispute Resolution**

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

#### **GENERAL PROVISIONS**

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

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

#### **PROPOSITION 39 DISPUTES**

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

- 6) 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]

- 7) 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.
- 8) 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.
- 9) 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.

- 10) 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:

- 6) 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]

- 7) 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.
- 8) 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.

- 9) 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.
- 10) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

#### **Element 15 – Charter School Closure Procedures**

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

#### **REVOCATION OF THE CHARTER**

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

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the

health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **CLOSURE ACTION**

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

### **CLOSURE PROCEDURES**

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- The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.
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- **Designation of Responsible Person(s) and Funding of Closure**
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- 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.
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- **Notification of Closure Action**
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- Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:
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- 9. 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.

10. 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.
  11. 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.
  12. 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.
  13. 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.
  14. 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.
  15. 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.
  16. 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:
    5. The effective date of the closure of Charter School
    6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
    7. The students' school districts of residence



8. 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:
3. A description of the circumstances of the closure
  4. 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:
4. Information on how to enroll or transfer the student to an appropriate school
  5. 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
  6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. 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:
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- 10. 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.

11. 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.
12. 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.
13. 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.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
16. 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.
17. 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.
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18. 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.
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## **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:
  4. 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.
  5. 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.
  6. 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:
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  - 5. Preliminary budgets
  - 6. Interim financial reports
  - 7. Second interim financial reports
  - 8. Final unaudited reports
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- 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.
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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:
  5. 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.
  6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
  7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
  8. 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:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. 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:
  - (iii)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
  - (iv)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.
  - (iii)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.
  - (iv)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:

5. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. 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.
7. 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.

8. 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.
10. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
13. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
14. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

#### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

#### **FISCAL MATTERS**

##### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee

allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)