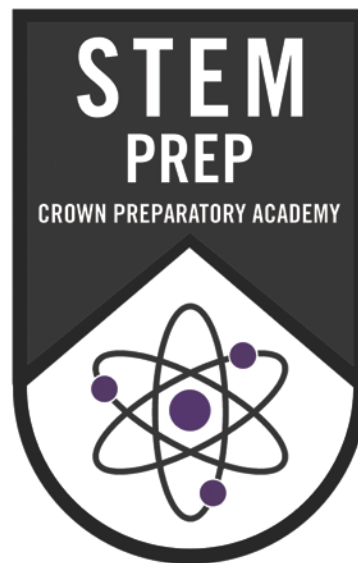


**LAUSD BOARD
APPROVED**



**10/15/19
(BR 117-19/20)
TERM: 2020-2025**



**Crown Preparatory Academy
Renewal Charter Petition for a Five-Year Term
(July 1, 2020 to June 30, 2025)**

**Submitted July 31, 2019
to the
Los Angeles Unified School District
Board of Education**

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AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

Crown Preparatory Academy (also referred to herein as “CPA” and “Charter School”) shall:

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

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

provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

Modified Consent Decree Requirements

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

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

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

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

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

GENERAL INFORMATION

1. GENERAL INFORMATION TABLE

GENERAL INFORMATION	
• The contact person for Charter School is:	Dr. Emilio Pack, CEO
• The contact address for Charter School is:	STEM Prep Schools 3200 W Adams Blvd. Los Angeles, CA 90018
• The contact phone number for Charter School is:	(323) 795-0695
• The proposed address or ZIP Code of the target community to be served by Charter School is:	2055 W 24 th St Los Angeles, CA 90018 ¹
• This location is in LAUSD Board District:	1
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	5-8
• The number of students in the first year will be:	480
• The grade level(s) of the students in the first year will be:	5-8
• Charter School's scheduled first day of instruction in 2020-2021 is:	August 17, 2020
• The enrollment capacity is: • (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	480
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Single track, extended day/year

¹ Crown Prep has identified a private facility and secured financing to develop the facility, with plans to move to 1374 W 35th St., Los Angeles, CA, 90007, in the 2021-2022 school year.

• The bell schedule for Charter School will be:	7:40 AM to 3:15 PM
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

COMMUNITY NEED FOR CHARTER SCHOOL

Crown Preparatory Academy (“Crown Prep,” “CPA” or “Charter School”) is one of three schools operated by STEM Preparatory Schools, Inc.:

- **STEM Preparatory Elementary School (STEM Prep ES):** opened in 2018, currently serving 147 students in grades TK/K-3 with plans to expand to 450 students in grades TK/K-5. Enrolled students are 74% Hispanic/Latino, 26% African American, 93% Socioeconomically Disadvantaged (SED), 25% English Learner (EL) and 7% Special Education (SpEd).
- **Math and Science College Prep (MSCP):** opened in 2013, currently serving 549 students in grades 9-12. MSCP’s students are 87% Hispanic/Latino, 10% African American, 3% Asian, 95%SED, 11% EL and 13% SpEd.
- **Crown Prep:** opened in 2010 by another operator and merged with STEM Prep in 2015, CPA currently serves 447 students in grades 5-8. CPA’s enrollment is 11% African American, 88% Hispanic/Latino, 97% SED, 26% EL and 9% SpEd.

(<https://dq.cde.ca.gov/dataquest>)

Collectively, STEM Prep Schools are committed to disrupting the status quo of inequitable access to high quality STEM pathways for women and minorities by cultivating a family of students and staff who solve problems through collaboration, innovation, passion, and perseverance. 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.

OPERATIONAL HISTORY AND SUCCESS

After merging in 2015, both of the then-existing STEM Preparatory Schools, MSCP and Crown Prep, were honored as **California Gold Ribbon Schools** by the California Department of Education, an honor awarded to only 18 out of nearly 1,000 schools within the Los Angeles School District (“LAUSD”). Gold Ribbon School awards are given to public schools that demonstrate exemplary achievements in implementing state standards in priority areas. In 2014, one of our teachers, Brittany Reeser, received the **California Charter School Teacher of the Year** award from the California Charter Schools Association. She now serves as our Director of Mathematics where she is maximizing her impact through supporting all three of our schools, further strengthening our mathematics programs.

At MSCP, 100% of our high school students are graduating having satisfied the UC/CSU A-G requirements to be admitted into California’s extensive public college systems.² Approximately 80% of our graduates to date have been accepted into a 4-Year university, with a majority declaring a STEM major.

All three of our schools participate in Project Lead the Way (“PLTW”), where students engage in hands-on projects that prepare them for careers in Science, Technology and Engineering. Crown Prep has

² <https://dq.cde.ca.gov/dataquest>

earned the “PLTW Distinguished School” designation two years in a row for achieving exemplary results (2017-18 & 2018-19).

STEM Preparatory Schools was recognized by the *Los Angeles Business Journal* as LA’s Latino Nonprofit of the Year in 2016 for its community-based work with Latino students. In 2017, our founder and CEO, Dr. Emilio Pack, was recognized as the California Charter Schools Association’s Hart Vision Leader of the Year. Just this year, *Education Week* names Dr. Pack as one of only nine of the nation’s most exceptional school district leaders in its *2019 Leaders to Learn From* report for STEM Prep Schools’ work expanding access for low-income students of color into high-tech problem solvers with college degrees and white-collar salaries.

Our success has helped to generate significant donations from a diverse set of foundations and corporations including a multi-year investment from the Charter School Growth Fund, an Innovation Grant from the Riordan Foundation, a contribution from Northrop Grumman focused on STEM learning, and a significant donation from Microsoft for expanding our Computer Science programs.

As noted, STEM Prep ES opened in 2018 and achieved full enrollment with a waiting list – a testament to STEM Prep’s reputation in the community and the desire of families here for more STEM-themed, high-quality educational options for their children. CPA similarly maintains a lengthy waiting list of families who would like to enroll.

CPA is currently engaged with Local District Central, 24th Street Elementary, and parents about a plan to move to a private facility location during the course of the charter term, currently projected to occur for the 2021-22 school year. The Charter School will carefully consider input from parents during the move to the new facility location.

LEADERSHIP TEAM

Since MSCP’s merger with CPA in July 2015, we have now established a solid core of operational support for all three schools that is able to leverage resources to benefit our students, families and faculty on each campus.

Dr. Emilio Pack, Chief Executive Officer

Emilio Pack’s two decades of experience in public education inform his belief that by investing in educators as leaders and giving them the site-level autonomy to put student needs first, we can achieve systemic reform and change.

After helping to launch, staff, and lead charters for the Alliance College-Ready Public schools, including LA’s third-ranked top-performing public high school, he founded his own high school, Math and Science College Prep (MSCP). He now leads STEM Prep, a charter management network that oversees a TK-12 pipeline of three STEM-themed charter schools. As CEO of STEM Prep, he leverages strategic community, district, and cross-network charter partnerships to increase proficiency, graduation, and college acceptance rates for students of color, while focusing on reversing the under-representation of minorities in STEM-related fields.

In 2015, Emilio Pack was profiled by *L.A. Weekly Magazine* as one of its People of the Year. The *Los Angeles Business Journal* awarded STEM Prep the Latino Nonprofit of the Year in 2015. Dr. Pack was also awarded the prestige Hart Vision Award as the Charter School Leader of the Year in 2017. Dr. Pack also

has served as the Assistant Director, Director, and Executive in Residence of Loyola Marymount University's Institute of School Leadership and Administration.

Dr. Pack earned a Bachelor's Degree from Loyola Marymount University, a Master's in Arts degree from California State University, Los Angeles, and a Doctoral Degree in Educational Leadership, Administration, and Policy from Pepperdine University.

Janette Rodriguez-Pack, Chief Academic Officer

For more than 20 years, Janette Rodriguez-Pack has worked as an educator in some of the most impoverished communities throughout Los Angeles. She began her career in 1998 as a middle school English teacher in a traditional public school district. In 2006, she became a founding Assistant Principal at Alliance Dr. Olga Mohan High School. She then became the Principal in 2008. Under her leadership, the school was awarded California Charter School of the Year (2011) by the California Charter Schools Association, and received the California Distinguished Schools Award from the California Department of Education in both 2009 and 2013.

In 2013, Ms. Rodriguez-Pack helped to open MSCP as the Founding Principal, which she has led to become a top-performing public high school in California, including recognition as a California Gold Ribbon school in 2015. The school continues to receive accolades for its commitment and success in exposing minority students to STEM fields and majors.

Ms. Rodriguez-Pack is committed to ensuring students throughout the Los Angeles area have access to a high quality instructional program that will allow them to disrupt the status quo and increase minority representation in STEM careers. Her experiences as a public school teacher and charter school administrator have helped to fuel her passion and continue to drive her in her role as Chief Academic Officer for STEM Prep Schools.

Ms. Rodriguez-Pack earned a Bachelor of Arts Degree from the University of California, San Diego, a Tier I School Administration Credential from Cal Poly Pomona, and a Tier II Administrative Credential from Loyola Marymount University.

Eric Barlow, Chief Operating Officer

As Chief Operating Officer of STEM Prep Schools, Mr. Barlow manages a team of 22 and oversees all aspects of STEM Prep operations including compliance, human resources, facilities, technology, communication, finance, governance, risk management, and student data. Mr. Barlow graduated from the Engineering School at Cornell University and began his career teaching 7th grade math in Brooklyn, NY, where his most successful strategy was using data to invest his students in their own learning. He received his Master's in Teaching from Pace University and began applying his teaching experience on a school-wide level at Hyde Leadership Charter School in the Bronx. In 2009, Mr. Barlow became Director of Operations for the Alliance College-Ready Public Schools, a network of charter schools in Los Angeles which grew from 11 to 21 schools during his tenure. He left the Alliance in 2013 to join MSCP, and helped facilitate its merger with CPA in 2015. Today, STEM Prep serves more than 1,100 students in South Los Angeles.

CPA, like its sister schools, is a small school where every student is known individually by multiple caring adults. CPA meets the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education. CPA creates an accountable model of innovation with highly qualified teachers who work

collaboratively to ensure success for each student by utilizing STEM Prep’s highly effective inquiry based lesson cycle and offering innovative STEM classes.

2. CPA’S ACADEMIC PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA

CPA meets and exceeds criteria for renewal, across numerous metrics and measures as detailed herein. Based on its specific record of performance, CPA has and will continue to meet the needs of the community it serves.

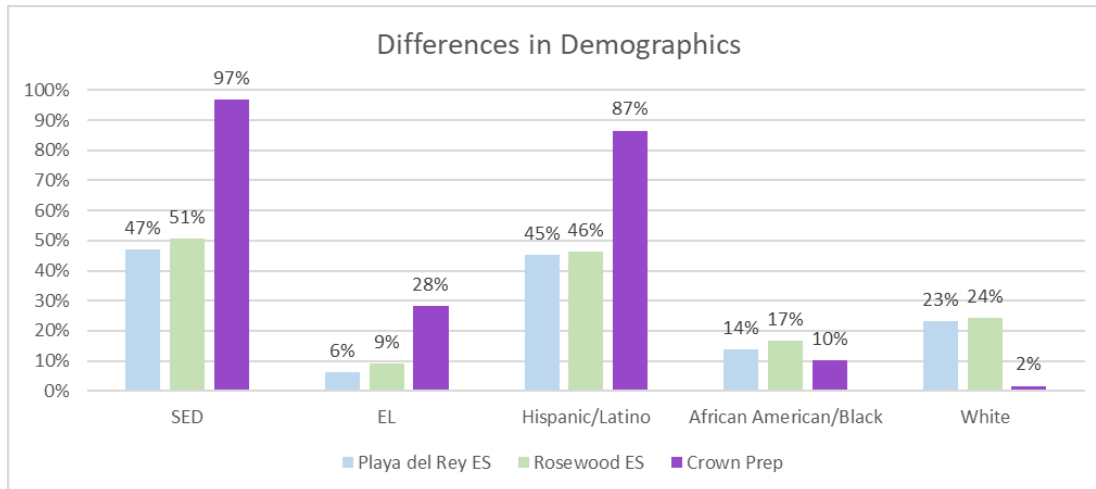
Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to current California law and District policy, a charter school “shall” meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: CPA’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

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

In anticipation of this charter renewal petition, LAUSD’s Office of Data & Accountability prepared, and then updated, a Data Set (“ODA Data Set, 9/30/2019”) that identifies two “Similar” Schools and six “Resident” Schools for CPA. The Similar Schools are based on a list generated by the California Department of Education (“CDE”) in 2012, when CPA only served grades 5 and 6, thus one of the Similar Schools is a K-5 school (Playa del Rey Elementary School) and one is a K-6 (Rosewood Elementary School). Perhaps due to a reporting error in which CPA did not classify the race/ethnicity of students enrolled that year,³ the demographics of these two schools is actually quite dissimilar to Crown Prep: CPA is 97% SED compared to 43% and 51% at the two Similar Schools; CPA has 28% ELs (versus 6% and 9%) and 87% Hispanic/Latino (versus 45% and 46%), and CPA has no White students, compared to 22% and 27% at the two “Similar” Schools.

³ Crown Prep, which was operated by a different entity in its initial years, apparently recorded the race/ethnicity of its 179 students that year as “unreported”; the same is true in Dataquest for Crown Prep students’ socioeconomic status. <https://dq.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cType=ALL&cGender=B&cYear=2011-12&Level=School&cSelect=Crown+Preparatory+Academy%2D%2D1964733%2D0121848&cChoice=SchEnrEth> and <https://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cType=ALL&cGender=B&cYear=2011-12&Level=School&cSelect=CROWN+PREPARATORY+AC--LOS+ANGELES+UNI--1964733-0121848&cChoice=SchEnrEth>



Source: <https://data1.cde.ca.gov/dataquest/>.

We thus believe a comparison of Crown Prep to these two “Similar” schools is inappropriate and unfair in the context of the stated intent of the Education Code regarding charter renewals. We focus here instead on the Resident Schools identified in the ODA Data Set, which are more demographically similar to CPA:

	Total 2018-19 Enrollment	% SED	% EL	% SpEd	% Latino	% Black
CPA (5-8)	447	97%	26%	9%	88%	11%
Resident Schools						
Audubon MS (6-8)	477	92%	18%	25%	43%	55%
Birdielee Bright ES (K-5)	571	89%	34%	8%	77%	22%
Carson-Gore Academy (K-5)	589	97%	46%	13%	91%	7%
Foshay Learning Center (K-12)	1,838	95%	15%	7%	84%	15%
Johnnie Cochran, Jr. MS (6-8)	616	90%	24%	17%	76%	22%
Pio Pico MS (6-8)	494	92%	23%	14%	90%	7%
Resident Schools Average	764	92%	24%	12%	79%	19%

(<http://dq.cde.ca.gov/dataquest/>)

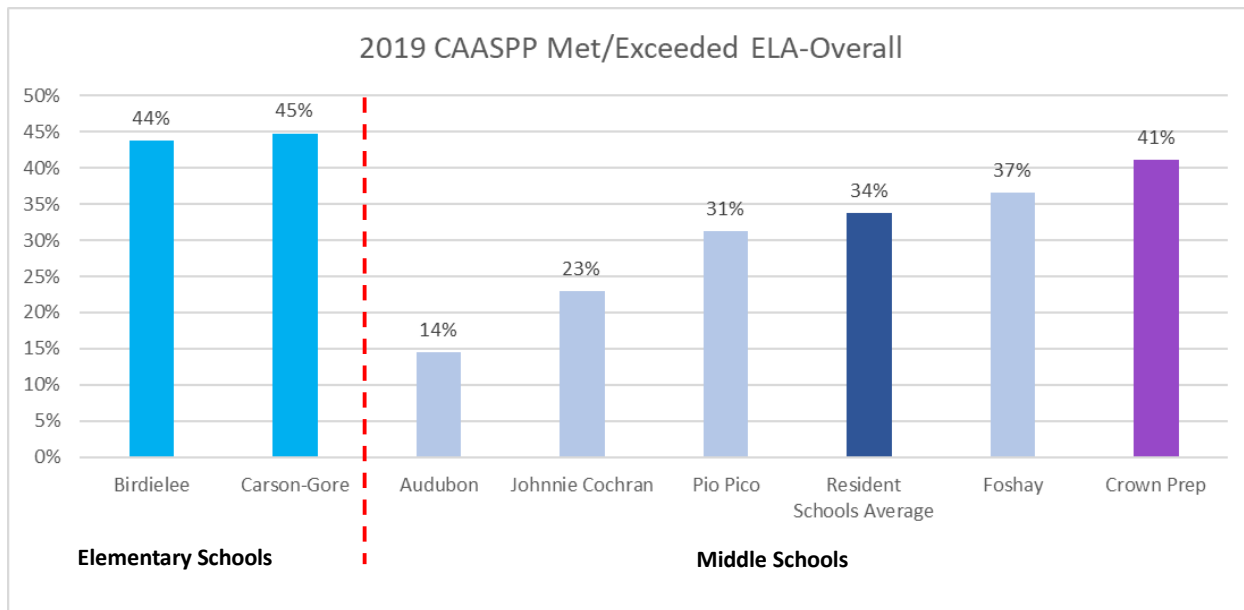
We note that three of the six Resident Schools serve additional grade levels that CPA does not serve: both Birdielee Bright and Carson-Gore are elementary, K-5 schools and Foshay Learning Center is a full K-12 span school.

California Assessment of Student Performance and Progress (“CAASPP”) Results

On the 2019 CAASPP, Crown Prep’s percentage of students who Met/Exceeded standards in ELA (41% -- a seven percentage point gain from the prior year) is higher than the weighted average of the Resident Schools (33%), higher than four of the six Resident Schools.⁴ CPA outperforms all three middle grades

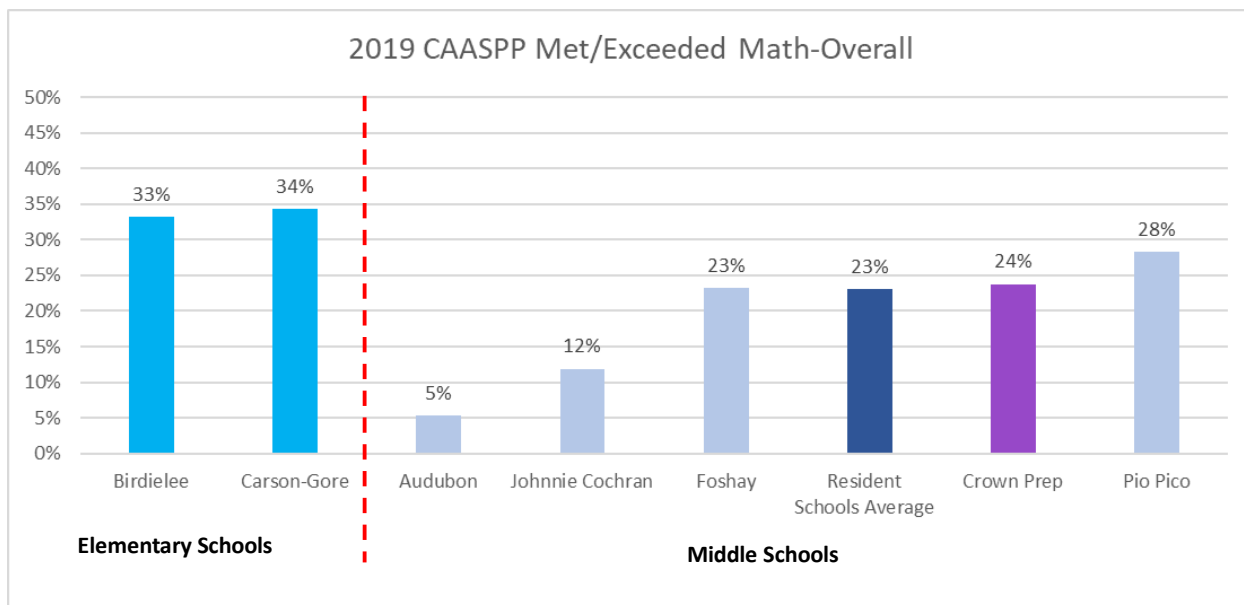
⁴ The ODA Data Set uses the median, rather than the mean (or average), of the Resident Schools as the primary point of comparison, and does not segregate the same grade levels served by CPA. With such a small sample size, and large variations in the school sizes (477 students to 1,838), we believe a mean or average is a more accurate depiction of how students are faring at the schools CPA’s students otherwise would attend based on their home addresses.

schools (Audubon, Cochran and Pio Pico) and the K-12 school (Foshay); only the two elementary schools (Birdielee Bright and Carson-Gore) are slightly stronger than CPA.



Source: ODA Data Set, 9/30/2019.

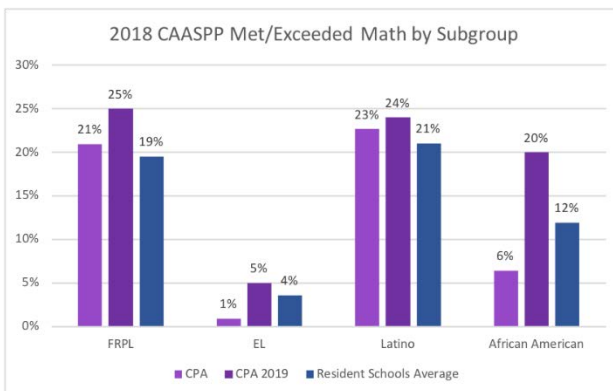
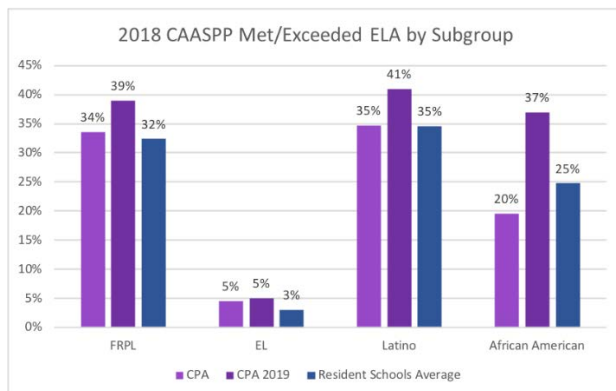
In Math, the results are quite similar, with CPA (24% Met/Exceeded – a three percentage point gain from 2018) comparable to the weighted average of the Resident Schools (20%) and higher than three of the six Resident Schools. CPA outperforms two of the three middle grades schools (Audubon and Cochran) and the K-12 school (Foshay); only the two elementary schools (Birdielee Bright and Carson-Gore) and one of the middle schools (Pio Pico) are stronger than CPA.



Source: ODA Data Set, 9/30/2019.

In looking at subgroup performance using publicly available data from the 2018 CAASPPs, CPA was on par with the Resident Schools averages in almost every instance, with:

- Our SED students (97% of our enrollment) two percentage points higher than the Resident Schools average in both ELA (34% v. 32%) and Math (21% v. 19%)
- Latino students (88% of enrollment) the same in ELA (35%) and two percentage points higher in Math (23% v. 21%)
- ELs slightly higher in ELA (5% v. 3%) and slightly lower in Math (1% v. 4%)
- And African American students lower than the Resident Schools average in ELA (20% v. 25%) and Math (6% v. 12%).



Source: <https://caaspp.cde.ca.gov/sb2018>

Again, we are very encouraged that our 2019 CAASPP results show gains by our subgroups in every category but one (which stayed exactly the same):

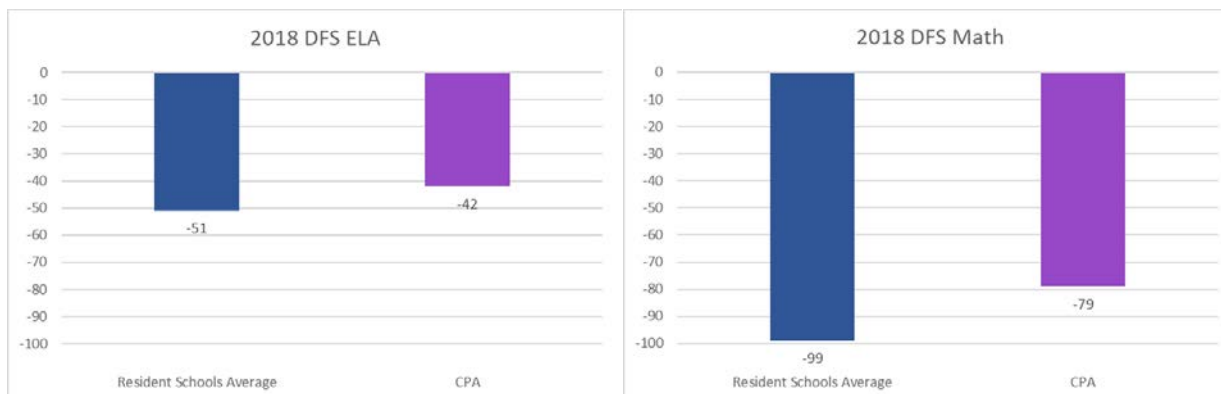
- SED students increased by seven percentage points in ELA (to 40% Met/Exceeded) and two points in Math (to 23% Met/Exceeded)
- Latino students gained six percentage points in ELA (to 41% Met/Exceeded) and more than one point in Math (to 24%)
- EL students gained almost one point in ELA (5% Met/Exceeded) and gained four percentage points in Math (to 5%)
- And most promising, our African American students *gained 19 percentage points in ELA* (to 38% Met/Exceeded) and *13 percentage points in Math* (to 19% Met/Exceeded).

(ODA Data Set, 9/30/2019.)

We of course will continue to work on increasing outcomes for all of our students, with a renewed focus on our English Learner students in particular. (See section below on English Learners for more details about our specific strategies and programs, including services for Long Term English Learners (LTELs) and At-Risk of LTEL status students.)

Distance from Standard (DFS)

Under the new California Dashboard system, Distance from Standard measures how far the average student is from meeting the grade-level standard, or the “Distance from Level 3.” By this measure, on the 2018 CAASPP Crown Prep outperformed the average DFS of the six Resident Schools in both ELA (-42 compared to -51) and Math (-79 compared to -99). In other words, overall, the average Crown Prep student is closer to meeting grade-level standards than their peers at the neighboring schools they otherwise would attend.

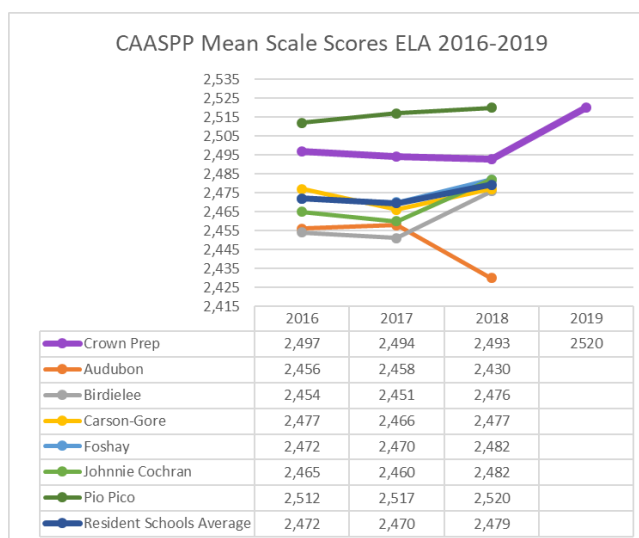


Source: <https://www.caschooldashboard.org/reports>.

Growth Over Time

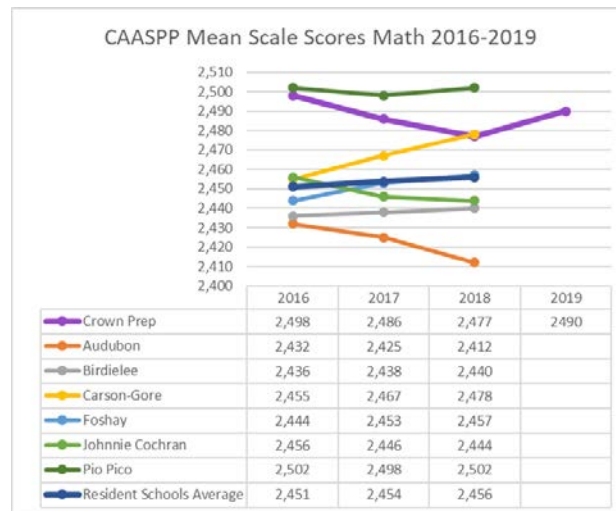
Another way of measuring student achievement is the Mean Scale Scores on the CAASPP. These scores, like DFS, take all of the students tested into account, including those who scored Nearly Met or Not Met (i.e., below standards). By comparing Mean Scale Scores, a more holistic picture of each school's entire student population is produced. For example, while on the 2018 CAASPP, the chart above illustrates that Birdielee Bright Elementary, with 45% of their students Met/Exceeded in ELA, was the top ranked school out of the six Resident Schools plus CPA. Yet as detailed in the chart and graph below, in 2018 their Mean Scale Score in ELA was 2,476, placing them *sixth* out of the seven schools charted (six Resident Schools + CPA). In other words, while they had the highest percentage of students scoring Met/Exceeded, they also had a very high proportion of students (35%) falling into the Not Met band, as reflected in their Mean Scale Score.

In ELA, Crown Prep has consistently ranked second out of this group of seven schools in Mean Scale Score for all three years in which comparison scores are available, with an increase in 2019 to 2,520 (according to preliminary results).



Source: <https://caaspp.cde.ca.gov/sb2018>

In Math, Crown Prep similarly has been the second highest performing school in two of the past three years based on Mean Scale Score, coming in third in 2018 just one point behind Carson-Gore (2,477 compared to 2,478).



Source: <https://caaspp.cde.ca.gov/sb2018>

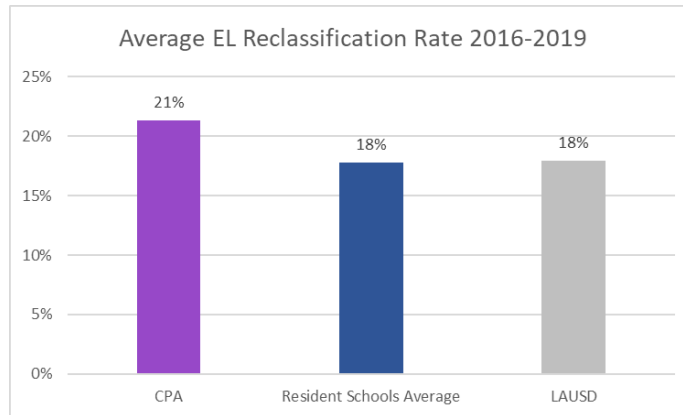
English Learner Reclassification

CPA's 2019 EL reclassification rate is 24%, higher than the Resident Schools average (21%) and LAUSD (23%)⁵. As LAUSD's EL reclassification rate has increased significantly over the past four years, CPA's rates have fluctuated (as is common across many schools).

	CPA	Resident Schools Average	LAUSD
2016 EL Reclassification Rate	36%	10%	12%
2017 EL Reclassification Rate	14%	18%	17%
2018 EL Reclassification Rate	10%	22%	20%
2019 EL Reclassification Rate	24%	21%	23%

A comparison of an average of four years' reclassification rates (the first four years of the current charter term) shows that CPA is outperforming both the Resident Schools and LAUSD:

⁵ <https://dq.cde.ca.gov/dataquest>



(<http://dq.cde.ca.gov/dataquest/>)

Student Attendance Rate

CPA has maintained strong student attendance rates over the current charter term, ranging from 94% to 97% over the past four years. (Internal data.)

Suspension/Expulsion Rate

CPA also has maintained low suspension rates (2% or less) each of the last four years, and had zero expulsions. CPA's suspension rates have been lower than the nearby Resident Schools each year, which have a reported median suspension rate in the ODA Data Set of 2.7% in 2015-16, 2.8% in 2016-17 and 1.8% in 2017-18.

Year	2015-16	2016-17	2017-18	2018-19
Suspension number	12	11	9	8
Suspension rate	2.1%	2.1%	1.5%	1.9%
Resident Schools Median Suspension rate	2.7%	2.8%	1.8%	N/A

(ODA Data Set, Internal Data)

Stakeholder Satisfaction

End of year survey results show that over 90% of parents are satisfied with the overall education received by their child at CPA. Students agree, with 87% of students responding that they are proud of what they are accomplishing at school. Additionally, 89% of students believe that they will be successful in college. 88% of teachers are satisfied with their job and 94% believe that CPA's academic program is rigorous. (Internal Data.)

Progress on LAUSD Board-Approved Benchmarks

During its last charter renewal, CPA was assigned three benchmarks for the current charter term; all of these benchmarks have been met:

- 1) The school will increase its reclassification of English Learners at a rate comparable to the District's rate of reclassification.

Met. As noted above, CPA's 2019 EL reclassification rate is 24%, which is higher than the Resident Schools average (21%) and LAUSD's rate (23%). Like many schools, our reclassification rate varies from year to year based on the readiness of the individual EL students enrolled, not any significant changes from year to year in the way we serve these students. However, since CPA is unique in that it serves

grades 5-8, our Resident Schools are both elementary and middle schools. Since ELs, at the earliest, can be classified as “At-Risk” from 3rd grade, and LTEL from 6th grade, our percent of At-Risk and LTEL is comparable to resident schools, as shown in the table below.

	English Learners	
	At-Risk 4-5 Years Percent	LTEL 6+ Years Percent
Crown Preparatory Academy	8.60%	23.90%
Johnnie Cochran, Jr., Middle	2.80%	20.90%
Pio Pico Middle	2.10%	14.80%
Audubon Middle	0.00%	25.80%
<i>Resident Schools Median*</i>	2.1%	20.90%
Los Angeles Unified	5.30%	7.30%

- 2) The school’s administration must implement and regularly monitor all targeted intervention programs designed for African Americans, Latino, English Learner and Socioeconomically Disadvantaged subgroups to ensure that these subgroups meet or exceed the annual targets as determined by the CDE through the CAASPP (SBAC) assessment system. The school’s administration must provide ongoing appropriate reports to the governing board, throughout each school year, to facilitate the board’s monitoring of subgroup growth and performance in meeting state targets.

Met. As also detailed above, subgroup performance is on par with the Resident Schools’ subgroup data, with 2019 gains noted for every subgroup in both ELA and Math (with the sole exception being that ELs stayed the same in ELA). We are particularly pleased about the dramatic growth registered by our African American subgroup in both ELA and Math in 2019. Throughout the charter term, the STEM Prep Schools Board of Directors has closely monitored the overall and subgroup performance at CPA via regular reporting from staff on the results of benchmark assessments and state test results, along with the implementation of new intervention programs (Amplify ELD, Accelerated Reader, ST Math, etc.) and strengthening of the Charter School’s Multi-tiered Systems of Support (MTSS) model; implementation of vetted new curriculum for math and ELA; restructuring and improvements to the ELD and Special Education programs; and professional development for teachers and leaders.

- 3) The school will provide a description to the Charter Schools Division of the school’s system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS’ submission windows each year of the charter term.

Met. Beginning in the 2015-16 school year, the STEM Prep Home Office provides support to the Charter School to ensure accurate and timely reporting of all required data in CALPADS in alignment with CALPADS submission windows each year, including reclassification data. Over this period, not only have

there been no instances in which STEM Prep failed to submit required data, but the CALPADS team also recognized STEM Prep each year for timely and accurate submission of all data. Home office team members attend all required and supplemental CALPADS training offered by FCMAT and work with the Charter School to ensure all data is entered in a timely manner into the student information system. The home office then reviews the data for accuracy and completion before uploading into CALPADS and resolving all anomalies, warnings, and errors before certification.

LAUSD Annual Oversight Visit Results

CPA has enjoyed consistently strong Annual Oversight Visits with staff from LAUSD's Charter Schools Division (CSD). In our most recent Oversight Visit Report, dated June 10, 2019, we received the following ratings:

Governance: 4 out of 4
Student Achievement and Educational Performance: 2 out of 4
Organizational Management, Programs, and Operations: 3 out of 4
Fiscal Operations: 4 out of 4

CSD staff noted several "Areas of Demonstrated Strength and/or Progress:"

- G1 – Governance Structure and Evaluation of School Leader(s): The Governing Board has fully implemented the organization structure set forth in the approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader. . . .
- G3 - Due Process; The Governing Board has highly developed systems in place to ensure that the school provides adequate due process. . . .
- G5 – Data-Based Decision Making: The Governing Board regularly monitors school performance and other internal data to inform decision-making. Based upon review the STEM Inc., approved governing board minutes, the board has access to all professional development documents that include agendas, presentations, and materials, as well as benchmark assessments and summative reports. The school reports that the Executive Director regularly updates the Board on student performance during the Executive Director Updates.
- A3 - SBAC Schoolwide ELA: The schoolwide percentage of students who Met and Exceeded Standards in grades served by the school on the SBAC in ELA is at a rate similar to the Resident Schools Median; CPA's 33.63 % compared to Resident Schools Median of 35.20% (-1.57 percentage points).
- A4 – SBAC Schoolwide Math: The schoolwide percentage of students who Met or Exceeded Standards in grades served by the school on the SBAC in Math is at a rate similar to the Resident Schools Median; CPA's 21.35% compared to Resident Schools Median of 22.65% (-1.3 percentage points).
- O1 – School Safety and Operations: School Safety Plan and Procedures: The school has a highly developed system in place to ensure protection of student and staff health and safety. . . .
- O2 – Health & Safety: The school has a well-developed system in place to ensure protection of student and staff health and safety. . . .
- O3 – Standards-Based Instruction: The school has substantially implemented grade-level appropriate standards-based instruction in accordance with the California academic content standards. One of the instructional features of the school is its required use of the Lesson Cycle by its teaching staff. To this end, teachers receive training on how to deliver course content,

create pacing maps aligned with the course curriculum; and training on how-to break down content knowledge; conceptual understanding, building influences.

- O5 – Implementation of Key Features of Educational Program: The school has substantially implemented the key features of the educational program described in the charter. Crown Preparatory Academy, a STEM-focused school, seeks to strengthen students' ability to be problem solvers, explorers of content, and passionate about Science, Technology, Engineering, and Math (STEM) education. CPA's innovative feature includes Project Lead the Way (PLTW), a college-preparatory curriculum that offers a comprehensive and sequenced approach to STEM education via activities, projects, and problem-based curriculum, including comprehensive teacher training and curricular resources.
- O7 – School Climate and Student Discipline: The school has a well-developed school climate and student discipline system in place. Materials submitted to the CSD for oversight review included Tiered Behavior Intervention ladder that outlines level of offense, specific student actions, required action, appropriate restorative practices, and family engagement; Staff presentation to Restorative Practices. The school's 2017/2018 EOY suspension rate of 1.5%, which is a decrease from the previous year's suspension rate of 2.1%.
- O9 – Stakeholder Communication and Involvement: The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.
- O10 – Stakeholder Communication and Transparency: The school has a highly developed communication system to share information with stakeholders that is easily accessible. Review of the school's public website includes items identified for the public to evidence transparency (i.e., board members, board meeting minutes, board meeting calendar, parent/student handbook, LCAP, Title IX contact, UCP complaint procedures, general complaint procedures and suicide prevention policy).

(CSD Annual Oversight Visit Report, June 10, 2019.)

Success of the Key Features of the Education Program

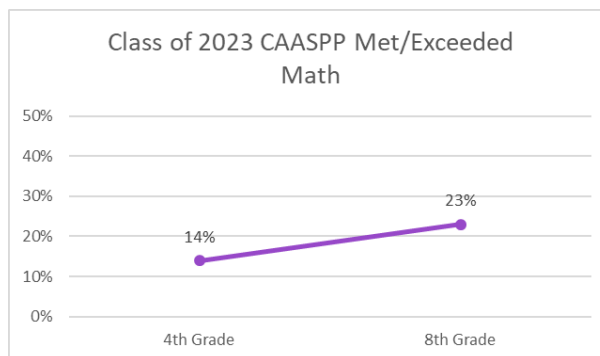
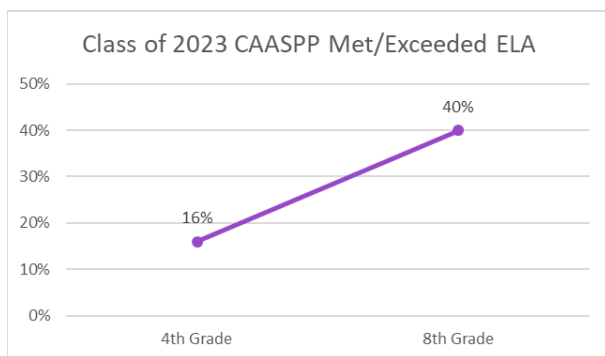
As detailed above, STEM Prep Schools is successfully meeting the needs of students and families in this community, as indicated across a variety of measures. We have met our students' needs by exposing them to a rigorous standards-aligned curriculum and using instructional pedagogy that requires students to use their critical thinking skills in order to solve a complex problem or answer an essential question. Each content teacher uses the California Common Core State Standards (CCSS) ELA and math targets to develop aligned learning targets for their students. Teachers then use and create resources that match these learning targets and that are at varying Depths of Knowledge ("DOK") levels in order to expose our students to higher levels of instruction. The practices we have adopted help our students to continually grow and develop their cognitive abilities, while preparing them for the rigor and challenging work they will encounter as they continue to grow and learn. We are confident that our students – many of whom will be the first in their families to attend college – will emerge from STEM Prep Schools ready to enroll in, and complete four-year degrees at rigorous colleges and universities, and change the trajectory of their families and communities.

STEM Prep Schools have adopted the acclaimed and rigorous Project Lead The Way (PLTW) college-preparatory curricular program; CPA has adopted the PLTW Gateway program for grades 5-8. (www.pltw.org) PLTW offers a comprehensive and sequenced approach to STEM education via activity-, project-, and problem-based curriculum, including comprehensive teacher training and curricular resources. At MSCP, PLTW's nationally-recognized and "gold standard" programs in Engineering,

Biomedicine and Computer Science are enabling our students to participate in hands-on, real-world STEM learning in a dynamic and engaging way. At STEM Prep ES, PLTW's Launch's 24 interdisciplinary modules is helping bring learning to life for our youngest students. The program empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them. And as students engage in hands-on activities using technology (including robotics), electric circuitry, and engage in medical "mystery" and "crime" solving, they become creative, collaborative problem solvers ready to take on any challenge. At CPA, the PLTW Gateway program helps middle grade students during a period of important transition explore and figure out what they are passionate about and how this relates to who they will become in the future. Through ten sequenced units in computer science, engineering and biomedical science, students lead their own discovery via a hands-on program that boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension.

Success of the School's Educational Program in Meeting the Specific Needs of its Student Population

As evidenced by the data and external reviews detailed above, CPA is a clear success. The start of the current charter term coincides with STEM Prep School's assuming responsibility for managing and overseeing CPA, starting in the 2015-16 school year. In the past four years CPA has transitioned to become an authentic STEM Prep School, including adopting instructional practices and operational procedures we employ across our schools, K-12.



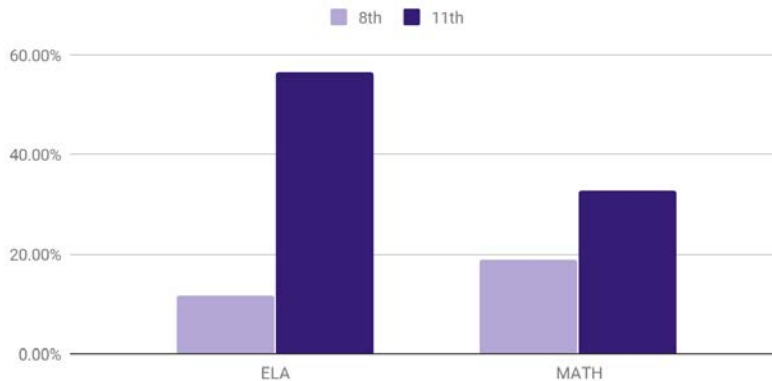
As evidenced by cohort data used to track students over time, students grow more the longer they attend a STEM Prep School. Beginning with the class of 2023, there is a cohort of students who attended 24th Street Elementary School, then CPA, where they just completed 8th grade. In 4th grade, 16% of these students were Met/Exceeded (i.e., grade-level proficient) in ELA and 14% in math at 24th Street ES. In 5th grade at CPA, they grew to 29% Met/Exceeded in ELA and 25% in math, in 6th grade 32% in ELA and 19% in math, in 7th grade 42% in ELA and 22% in math, and this year to 40% in ELA and 23% in math.⁶

Additionally, the high school graduating class of 2019 is the first cohort of students with CAASPP data in 8th grade. In the class of 2019 cohort at MSCP that matriculated from CPA, as 8th graders, 12% of these students Met/Exceeded standards in ELA and 19% in math while they were students at CPA in 2015 (before CPA was a STEM Prep School). After 3 years in a STEM Prep School, 56% of these same students scored Met/Exceeded in ELA and 33% were Met/Exceeded in math in 11th grade. 100% of these students graduated in 2019, 100% completed A-G requirements, and 68% were accepted to a 4-year college. Of the 68% of students accepted to a 4-year college, 54% were accepted as STEM majors. (Internal data.)

⁶ <https://caaspp.cde.ca.gov/sb2018/default>

Class of 2019

CAASPP Growth (2015, 2018)



While our organization is committed to continuous improvement and constant self-reflection, we are incredibly proud of our success to date and the lives we are helping to change in this community.

Areas of Challenge the School has Experienced and How They Have Been/Will be Improved

We have restructured and improved our English Language Development program with both designated and integrated supports in response to inconsistent past reclassification rates. In ELD class, the teacher builds the importance of the ELPAC, shares how to reclassify, and makes individual student data transparent and a part of the goal-setting process. The teacher uses ELD standards, vetted curriculum, and resources to teach language skills while also supporting content that enables students to be successful in core classes.

In addition to this designated ELD instruction, students also receive language supports within core classes. Core teachers use the ELD standards in conjunction with their content standards to ensure academic language and content are mastered. All teachers have obtained authorization to teach English Learners and receive ongoing professional development on how to design integrated ELD lessons and use Sheltered Instruction Observation Protocol/Specially Designed Academic Instruction in English ("SIOP/SDAIE") strategies in their classes. Core teachers also receive recommendations on best instructional supports and progress monitoring of their students through the ELD portfolios which are completed each semester by the ELD teacher.

The designated and integrated ELD programs are reviewed annually. More recent changes to the program include increased professional development for teachers, improved data monitoring and sharing (EL Tracking System), use of common sentence frames for speaking/writing, and a designated EL Coordinator

CPA and its co-located school, 24th Street Elementary, have confronted and overcome several areas of challenge during the past five years. The two schools worked together to create schedules for how and when shared areas of the campus will be used, and a joint school safety plan to ensure the safety of all students and staff. The two schools also collaborated, with the support and urging of parents, on an alternative agreement that benefited all students attending the 24th Street facility.

Several challenges remain, however, including the lack of science lab space for CPA, which is fundamental to our educational program. The 24th Street campus was designed and built to serve elementary age students, so no science lab spaces are available to either school.

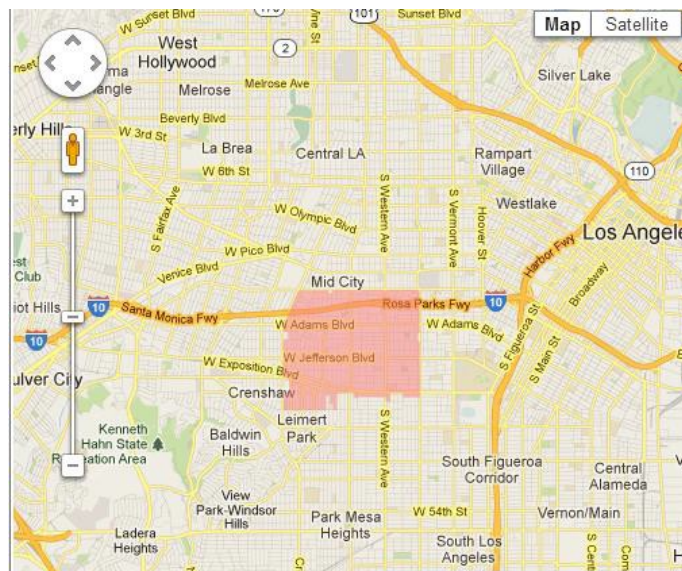
CPA is currently engaged with Local District Central, 24th Street Elementary, and parents about a plan to move to a private facility location during the course of the charter term, currently projected to occur for the 2021-22 school year. The Charter School will carefully consider input from parents during the move to the new facility location.

STUDENT POPULATION TO BE SERVED

1. TARGET STUDENT

CPA's 447 students in grades 5-8 in the 2018-19 school year were 88% Hispanic/Latino, 11% African American, 26% EL and another 24% RFEP, and 9% Special Ed; 97% of our students qualify for FRPL.⁷

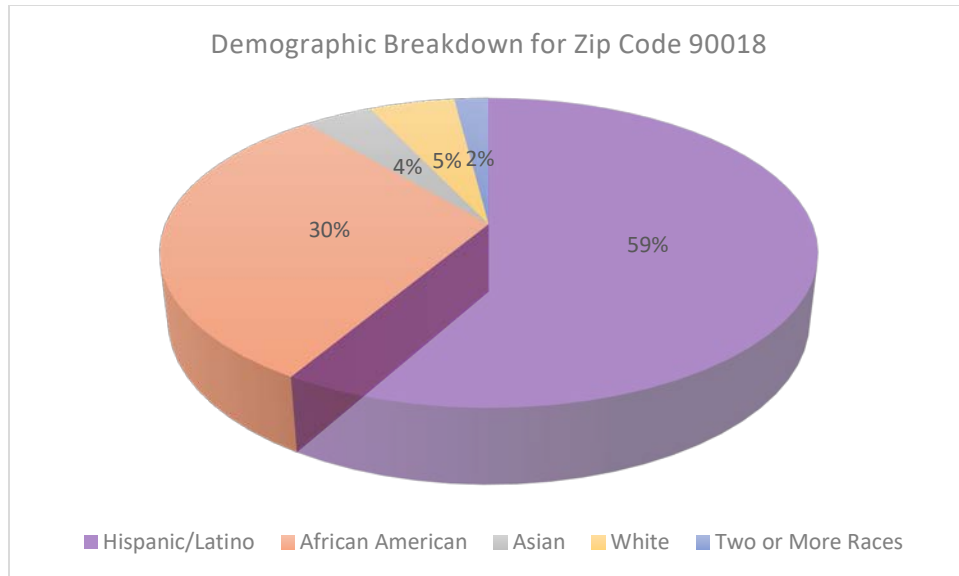
This demographic data is consistent with the surrounding community of West Adams/zip code 90018, a densely populated immigrant community along the 10 freeway, west of downtown and the Pico-Union area.



Source: <http://www.zipdatamaps.com/90018>

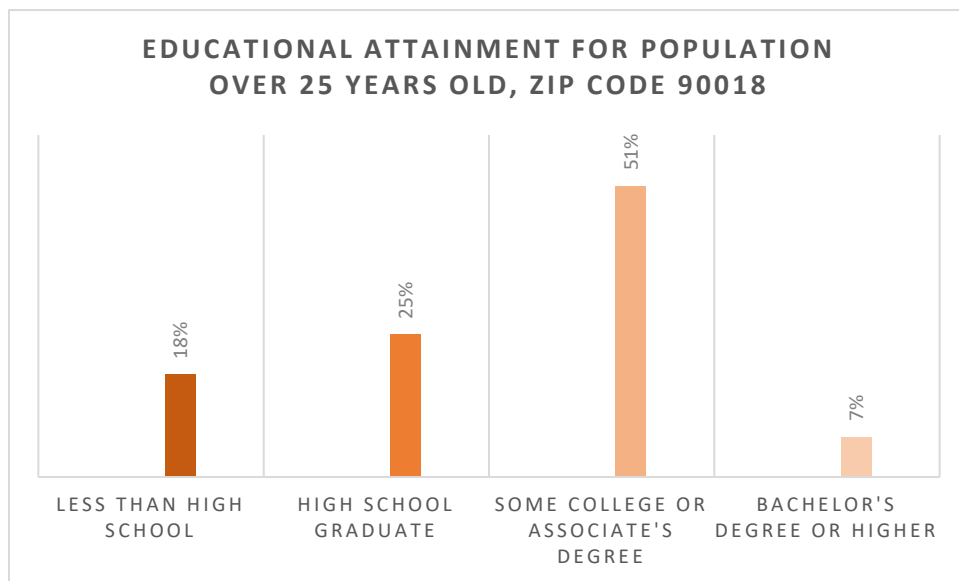
According to the 2013-2017 American Community Survey, the zip code (90018) is 58% Hispanic/Latino and 30% African American, with a median household income of \$37,341, far less than the California median of \$67,169. A full 25% of residents in this zip code live below the poverty line (significantly different than the state figure of 15%). Only 38% of residents speak English at home, with the majority, 56%, speaking Spanish. And 40% of residents are foreign-born.

⁷ <https://dq.cde.ca.gov/dataquest>



(Source: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

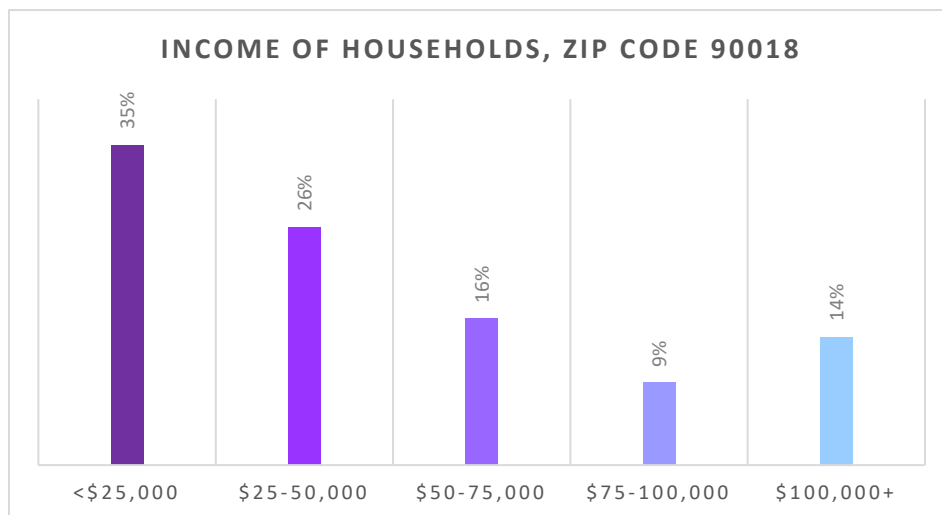
In zip code, only 7% of the area’s residents have a bachelor’s degree or higher and 18% never received a high school diploma.



(Source: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

Given the high percentage of adults who did not complete high school, with another 35% who have a high school diploma but no college, it is not surprising that this area is predominantly low-income – **31% of families with children under 18 in zip code 90018 lived below the federal poverty line; in 2019, the federal poverty line for a family of four is \$25,750.** (<https://aspe.hhs.gov/poverty-guidelines>). Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two working adults needs to earn \$73,615 annually to be self-sustaining (not needing public assistance) in Los Angeles. (<http://livingwage.mit.edu/counties/06037>; the calculator uses “a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, childcare,

health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs). This equates to \$17.70/hour per adult; the federal poverty line rate equates to just \$5.00/hour. In other words, as many as 75% of families in this zip code are living in poverty based on the economic realities of the area.



(Source: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

2. ENROLLMENT PLAN

CPA anticipates the following enrollment over the charter term, aligned to both our staffing models and facility capacity and retains flexibility in implementation to meet student and parent demand; for example, class sizes may be modified slightly. CPA plans to retain flexibility to meet the demands of students and parents in the community.

Levels	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 5	120	120	120	120	120
Grade 6	120	120	120	120	120
Grade 7	120	120	120	120	120
Grade 8	120	120	120	120	120
Total	480	480	480	480	480

GOALS AND PHILOSOPHY

3. MISSION AND VISION

The mission of CPA is to provide an underserved area of Los Angeles with a standards-aligned STEM-themed educational program to develop scholars into successful college graduates and professionals, through equal access and inspiration, rigorous curriculum, and a commitment to our core Values.

Our vision is to create a Kindergarten 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.

STEM Prep's Core Values include:

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.

4. 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 early and 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 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 need to be educated for an uncertain future. In his recent article, *A World Without Work*, Thompson 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?*"⁸

⁸ Thompson, D. (2015). A world without work. *The Atlantic*, 316(1), 50-61.

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 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 20th century.”⁹

At CPA, we define “21st 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 (ICT) 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

CPA emphasizes “what students can do with knowledge, rather than what units of knowledge they have,”¹⁰ the essence of 21st century skills. 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.¹¹ 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 CPA’s mission.

At CPA, sustainability permeates 21st 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 21st century needs to have a multicultural perspective in order to work with others. (Friedman, 2008.) CPA 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.

⁹ Summers, Lawrence H. "What you (really) need to know." *The New York Times* 20 (2012).

¹⁰ Silva, E. (2009). Measuring skills for 21st-century learning. *Phi Delta Kappan*, 90(9), 630-634.

¹¹ Cajete, G. (1994). *Look to the mountain: An ecology of indigenous education*. Kivaki Press, 585 E. 31st St., Durango, CO 81301.

5. 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).¹²

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 21st century careers. Additionally, technological developments have altered how and what schools teach.

What researchers have determined about how people learn informs much of CPA's educational philosophy. We adopt a range of approaches to best teach the specific students we serve (11% African American, 88% Hispanic/Latino, 97% FRPL, 26% EL and 9% SpEd). As an institution, CPA 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.

In *How People Learn*, Bransford et al 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.'"¹³ 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

¹² Austin, K., Orcutt, S., & Rosso, J. (2001). How people learn: Introduction to learning theories. *The Learning Classroom: Theory Into Practice—A Telecourse for Teacher Education and Professional Development*.

¹³ Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn* (Vol. 11). Washington, DC: National academy press.

cultural practices they bring to the classroom.”¹⁴ Several researchers share this sentiment, discussing the socio-cultural milieu in which education – formal and informal – takes place.¹⁵ In English Language Arts, for example, teachers at CPA select texts that reflect a range of cultural backgrounds. Through exposure to works with varied cultural influences, CPA’s diverse 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,¹⁶ not all students construct knowledge in the same fashion. As Taylor 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”.¹⁷ 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.”¹⁸ Nocon and Cole take a similar approach, arguing for teachers to treat this diversity of language skills as an asset, not a deficit.¹⁹ Teachers at CPA 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.²⁰ Lemke’s 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.”²¹ This is a vital component of classrooms where students work to build meaning collaboratively, representing the quintessential student-centered classroom. Lemke 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.”²²

¹⁴ Ibid.

¹⁵ Nocon, H., & Cole, M. (2009). Relating diversity and literacy theory. *Handbook of research on literacy and diversity*, 13-31. Solano-Flores, G. (2008). Who is given tests in what language by whom, when, and where? The need for probabilistic views of language in the testing of English language learners. *Educational Researcher*, 37(4), 189-199. Cole, M. McDermott R., Moll, L., Newman, D., Vasquez, Brown, K., & Lecusay, R. (2010). Relocating the Laboratory: 40 Years of Collaborative Research on Culture. Access from http://lchc.ucsd.edu/AERA_Scribner_Talk/LCHC_Scribner_slides.html.

¹⁶ Rushton, S. P., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's conditions of learning theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21.

¹⁷ Taylor, K. (2006). Brain function and adult learning: Implications for practice. *New Directions for Adult and Continuing Education*, 110, 71.

¹⁸ Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn* (Vol. 11). Washington, DC: National academy press.

¹⁹ Nocon, H., & Cole, M. (2009). Relating diversity and literacy theory. *Handbook of research on literacy and diversity*, 13-31.

²⁰ Lemke, J. L. (1990). *Talking science: Language, learning, and values*. Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (hardback: ISBN-0-89391-565-3; paperback: ISBN-0-89391-566-1).

²¹ Ibid.

²² Ibid.

CPA utilizes methodologies to encourage student-driven dialogue, including collaborative group and pair work, peer sharing, students' solo and group presentations to the entire class, and more. Additionally, classroom furniture creates an inviting environment and support group discussion and whole class, student-centered discourse (e.g., tables instead of single desks).

Another educational approach at CPA 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."²³ Furthermore, "many experiential learning activities that include reflection on learning as a process . . . are likely to invoke adaptive pathways of the brain."²⁴ 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."²⁵ 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, "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."²⁶ Connecting content to the real world helps "foster brain-based, developmentally appropriate learning environment,"²⁷ which can be achieved via experiences that involve "real life, 'hands-on,' thematically based activities that [are] oriented to solving problems."²⁸ 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.²⁹ CPA'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 our educators track performance and make refinements to meet individual students' needs.

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 claims that "Successful students [learn] though the *use* (author's emphasis) of terms and principles in context."³⁰ Lemke also states that teachers must prepare a context for learning before engaging in the curriculum.³¹ "Learning is influenced in fundamental ways by the

²³ Rushton, S. P., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's conditions of learning theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21.

²⁴ Taylor, K. (2006). Brain function and adult learning: Implications for practice. *New Directions for Adult and Continuing Education*, 110, 71.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Rushton, S. P., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's conditions of learning theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21.

²⁸ Ibid.

²⁹ Taylor, K. (2006). Brain function and adult learning: Implications for practice. *New Directions for Adult and Continuing Education*, 110, 71.

³⁰ Lemke, J. L. (1990). *Talking science: Language, learning, and values*. Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (hardback: ISBN-0-89391-565-3; paperback: ISBN-0-89391-566-1).

³¹ Ibid.

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.”³² In this situation, Bransford shows the importance of context and application to real world scenarios.³³ To this end, CPA engages in experiential education linked to the curriculum. Working with community partners, organizations, museums, and individuals, teachers at CPA provides 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.”³⁴ 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.”³⁵ 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.”³⁶ 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).”³⁷ 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.”³⁸ 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.”³⁹ Teachers employ explanatory models (i.e. conceptual frameworks) to assist students with their understanding of content. For instance, the social justice and equity framework has become increasingly prevalent at STEM Prep, as has sustainability. These complimentary

³² Ibid.

³³ Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn* (Vol. 11). Washington, DC: National academy press.

³⁴ Rushton, S. P., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's conditions of learning theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21.

³⁵ Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn* (Vol. 11). Washington, DC: National academy press.

³⁶ Rushton, S. P., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's conditions of learning theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21.

³⁷ Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn* (Vol. 11). Washington, DC: National academy press.

³⁸ Ibid.

³⁹ Ibid.

approaches to understanding systems and issues have come to 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.⁴⁰ 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.”⁴¹ 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.”⁴² In support of the latter, Rushton et al (2003) cite research, which found that “an enriched learning environment” increases neuronal growth.⁴³ 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.⁴⁴ 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. PBL is a central focus for teachers at CPA as they work to find ways of connecting content and learners in a student-centered approach.

Finally, learning best occurs when students can access the tools and materials needed for success. CPA is currently engaged with Local District Central, 24th Street Elementary, and parents about a plan to move to a private facility location during the course of the charter term, currently projected to occur for the 2021-22 school year. The Charter School will carefully consider input from parents during the move to the new facility location.

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

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

The following chart details the school’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight

⁴⁰ Rushton, S. P., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's conditions of learning theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21. Taylor, K. (2006). Brain function and adult learning: Implications for practice. *New Directions for Adult and Continuing Education*, 110, 71.

⁴¹ Taylor, K. (2006). Brain function and adult learning: Implications for practice. *New Directions for Adult and Continuing Education*, 110, 71.

⁴² Rushton, S. P., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's conditions of learning theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21.

⁴³ Ibid.

⁴⁴ Wise, J. C., Sevcik, R. A., Morris, R. D., Lovett, M. W., & Wolf, M. (2007). The relationship among receptive and expressive vocabulary, listening comprehension, pre-reading skills, word identification skills, and reading comprehension by children with reading disabilities. *Journal of Speech, Language, and Hearing Research*.

(8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, CPA's stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions CPA anticipates at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
CONDITIONS OF LEARNING All CPA students will have access to a high-quality education program taught by highly qualified teachers.	Related State Priorities: ☒ 1 ☐ 4 ☒ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐ : ☐ :
Specific Annual Actions to Achieve Goal	
Priority 1 (Basic Services) <i>Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.</i> - CPA will hire, supervise, evaluate and retain qualified teaching staff. - CPA will ensure verification of proper credentials and DoJ clearance prior to start of employment. - CPA will actively recruit qualified teachers reflecting student ethnic demographics <i>Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</i> - CPA will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials. - CPA will review alignment of instructional materials to standards. - CPA will maintain an annual inventory of instructional materials and respective purchase of materials. - CPA budget will be reviewed every year to ensure adequate budget for instructional materials is in place. <i>Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).</i> - CPA facilities will be maintained and cleaned by STEM Prep custodial staff - CPA will do annual and monthly facility inspections to screen for safety hazards. - CPA will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff Priority 2 (Implementation of State Standards) <i>Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.</i> - CPA will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments. - CPA will provide CCSS-aligned ELA and math instruction using integrated ELD and designated instructional strategies to all students, including ELs. - CPA will provide PD to teachers examining CAASPP, Illuminate, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.	

Priority 7 (Course Access)

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

- CPA will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.
- CPA will provide 1:1 technology (Chromebook/iPads) to ensure access to web resources and curriculum tools.

Expected Annual Measurable Outcomes

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

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

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 3: CPA facilities will be maintained and cleaned through a contract with the STEM Prep custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).

Metric/Method for Measuring: % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
English Learners	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Socioecon. Disadv./Low Income Students	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Students with Disabilities	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
African American Students	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Latino Students	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Priority 2 Outcome 1: CPA will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation. Metric/Method for Measuring: Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Priority 7 Outcome 1: All CPA students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition. Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL #2

PUPIL OUTCOMES

Every CPA student will have the right to a personalized and individualized education.

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|---------------------------------------|
| ☐ 1 | ☒ 4 | ☐ 7 |
| ☐ 2 | ☐ 5 | ☒ 8 |
| ☐ 3 | ☐ 6 | |

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

Priority 4 (Pupil Achievement)

Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new state dashboard (or whatever comparable metrics are developed to replace API/AYP)

- CPA will provide highly qualified instructional personnel and Resource Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel.
- CPA will provide comprehensive professional development to support student achievement.
- CPA will analyze CAASPP, Illuminate, and other state and internal assessment scores at least quarterly to review progress towards annual targets.

Priority 4 Outcome 2 – Share of English learners that become English proficient

- See above; plus: CPA will implement the STEM Prep English Learner Master Plan.
- CPA will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs
- CPA will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.
- CPA will provide professional development related to EL support, including ELPAC training and re-designation criteria.
- CPA will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

Priority 4 Outcome 3- English learner reclassification rate

- Same as Priority 4 Outcome 2 above, plus:
- CPA budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.
- CPA will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 - CPA will offer all students, including all subgroups, a rigorous, high-quality STEM curriculum in partnership with Project Lead the Way (PLTW).

- CPA will provide professional development to teachers on integrating STEM-themed projects and hands-on learning across the curriculum, including training with PLTW.
- CPA will provide resources, time and materials for all students to engage in meaningful, hands-on learning in STEM activities via PLTW curriculum and other “best practices” STEM learning opportunities.

Expected Annual Measurable Outcomes						
Priority 4 Outcome 1: CPA students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics. Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	CAASPP ELA, 41% CAASPP Math, 24%	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools
English Learners	CAASPP ELA 6% CAASPP Math, 6%	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools
Socioecon. Disadv./Low Income Students	CAASPP ELA, 38% CAASPP Math, 22%	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools
Students with Disabilities	CAASPP ELA, 19% CAASPP Math, 0.00%	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools
African American Students	CAASPP ELA, 59% CAASPP Math, 24%	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools	CAASPP scores will be equal to, or more than, that of comparison schools

Latino Students	CAASPP ELA, 71% CAASPP Math, 38%	CAASPP scores will be equal to, or more than, that of compariso n schools	CAASPP scores will be equal to, or more than, that of compariso n schools	CAASPP scores will be equal to, or more than, that of compariso n schools	CAASPP scores will be equal to, or more than, that of compariso n schools	CAASPP scores will be equal to, or more than, that of compariso n schools
Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year. Metric/Method for Measuring: EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
English Learners	27.4% of students achieved one level of growth on the ELPAC from 2018 to 2019.	Percentag e of students who achieve one level of growth on the ELPAC each year will meet or exceed that of compariso n schools	Percentag e of students who achieve one level of growth on the ELPAC each year will meet or exceed that of compariso n schools	Percentag e of students who achieve one level of growth on the ELPAC each year will meet or exceed that of compariso n schools	Percentag e of students who achieve one level of growth on the ELPAC each year will meet or exceed that of compariso n schools	Percentag e of students who achieve one level of growth on the ELPAC each year will meet or exceed that of compariso n schools
Priority 4 Outcome 4: CPA will ensure EL reclassification rate will meet or exceed the District's reclassification rate. Metric/Method for Measuring: EL reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
English Learners	24.4%	Percentag e of students reclassified each year will meet or exceed compariso n schools	Percentag e of students reclassified each year will meet or exceed compariso n schools	Percentag e of students reclassified each year will meet or exceed compariso n	Percentag e of students reclassified each year will meet or exceed compariso n	Percentag e of students reclassified each year will meet or exceed compariso n
Priority 8 Outcome 1: All CPA students will participate in a rigorous, high-quality STEM curriculum in partnership with Project Lead the Way (PLTW). Metric/Method for Measuring: % of access to PLTW curriculum and STEM-themed learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations						

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL # 3	
ENGAGEMENT <i>CPA student academic achievement is supported by parents.</i>	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☒ 5 ☐ 8 ☒ 3 ☒ 6 Local Priorities: ☐ : ☐ :
Specific Annual Actions to Achieve Goal	
Priority 3 (Parental Involvement) <i>Priority 3 Outcome 1 –Efforts to seek parent input in decision making.</i> - CPA will engage parents in a series of relevant and interesting workshops related to their child’s success (full time parent liaison) - CPA will maintain school website as a communication tool for the community. - CPA will communicate the most important website items via a monthly newsletter that is sent to their home via a hardcopy. Priority 5 (Pupil Engagement) <i>Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism</i> - CPA parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day - CPA’s School Attendance Coordinator will help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives. Priority 6 (School Climate) <i>Priority 6 Outcome 1 - pupil suspension rates</i> - CPA will provide training and support for restorative justice practices - CPA will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. <i>Priority 6 Outcome 2 – pupil expulsion rates</i> - CPA will provide training and support for restorative justice practices - CPA will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. <i>Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness</i> - CPA will implement annual surveys to assess stakeholder satisfaction	

Expected Annual Measurable Outcomes						
Priority 3 Outcome 1: CPA will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP).						
Metric/Method for Measuring: # of parents attending 2+ events annually						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide and all Numerically Significant Subgroups)	.86%	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)
English Learners	Same as schoolwide (CPA does not track subgroups here)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)
Socioecon. Disadv./Low Income Students	Same as schoolwide (CPA does not track subgroups here)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)
Foster/Homeless Youth	Same as schoolwide (CPA does not track subgroups here)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)
Students with Disabilities	Same as schoolwide (CPA does not track subgroups here)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)

		at 2-3% annually)	at 2-3% annually)	at 2-3% annually)	at 2-3% annually)	at 2-3% annually)
African American Students	Same as schoolwide (CPA does not track subgroups here)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)
Latino	Same as schoolwide (CPA does not track subgroups here)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)
Priority 3 Outcome 2: CPA Parent Advisory Council will be promoted, and supported to be fully operational and self-sustaining Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
Priority 5 Outcome 1: CPA maintain a high attendance rate and low rate of students who are chronically absent Metric/Method for Measuring: Attendance and chronic absenteeism rates						
APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	ADA 96.55% Chronic Absenteeism, 7.5%	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)

			1-2% annually)	1-2% annually)	1-2% annually)	1-2% annually)
English Learners	ADA 96.74% Chronic Absenteeism 5.0%	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools
Socioecon. Disadv./Low Income Students	ADA 95.78% Chronic Absenteeism 7.7%	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools
Foster/Homeless Youth	ADA 97.19% Chronic Absenteeism 17.6%	ADA rates will be equal to or greater than that of comparison schools.	ADA rates will be equal to or greater than that of comparison schools.	ADA rates will be equal to or greater than that of comparison schools.	ADA rates will be equal to or greater than that of comparison schools.	ADA rates will be equal to or greater than that of comparison schools.

		<i>Chronic Absenteeism rates will be equal to or less than that of comparison schools</i>	<i>Chronic Absenteeism rates will be equal to or less than that of comparison schools</i>	<i>Chronic Absenteeism rates will be equal to or less than that of comparison schools</i>	<i>Chronic Absenteeism rates will be equal to or less than that of comparison schools</i>	<i>Chronic Absenteeism rates will be equal to or less than that of comparison schools</i>
Students with Disabilities	ADA 96.04% Chronic Absenteeism 8.9%	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools
African American Students	ADA 93.9%, Chronic Absenteeism, 16.0%	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools

Latino Students	ADA, 96.93% Chronic Absenteeism, 6.2%	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools	ADA rates will be equal to or greater than that of comparison schools. Chronic Absenteeism rates will be equal to or less than that of comparison schools
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Priority 6 Outcome 1: CPA will maintain a low suspension rate that is $\leq 2\%$.

Metric/Method for Measuring: % of student suspensions

APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	1.9%	$\leq 2\%$	$\leq 2\%$	$\leq 2\%$	$\leq 2\%$	$\leq 2\%$
English Learners	2.8%	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>
Socioecon. Disadv./Low Income Students	1.9%	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>
Foster/Homeless Youth	0.0%	<u>Suspension rates will be equal to or less</u>	<u>Suspension rates will be equal to or less</u>	<u>Suspension rates will be equal to</u>	<u>Suspension rates will be equal to or less</u>	<u>Suspension rates will be equal to or less</u>

		<u>than that of comparison schools</u>	<u>than that of comparison schools</u>	<u>or less than that of comparison schools</u>	<u>than that of comparison schools</u>	<u>than that of comparison schools</u>
Students with Disabilities	6.5%	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>
African American Students	4.0%	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>
Latino Students	1.7%	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>	<u>Suspension rates will be equal to or less than that of comparison schools</u>
Priority 6 Outcome 2: CPA will maintain a low expulsion rate that is $\leq 0.5\%$. Metric/Method for Measuring: % of student expulsions						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all Significant Subgroups)	0.00%	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$

English Learners	0.00%	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>
Socioecon. Disadv./Low Income Students	0.00%	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>
Foster/Homeless Youth	0.00%	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>
Students with Disabilities	0.00%	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>
African American Students	0.00%	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>

Latino Students	0.00%	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>	<u>Expulsion rates will be equal to or less than that of comparison schools</u>
Priority 6 Outcome 3: CPA will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff. Metric/Method for Measuring: % of participation in school climate survey and survey results						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all Significant Subgroups)	87% of parents attended at least one event; Stakeholder satisfaction: Teachers: 88% Students: 87% Parents: 91%	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)

*As subgroup not numerically significant at this time.

7. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

CPA aims to empower all students to reach their highest potential and become self-motivated, competent, lifelong learners. CPA'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.

CPA'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 CPA 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.⁴⁵ 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."⁴⁶ 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 CPA create more 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 (Barber, 2013; DeWitt, 2012). Resilience, alternatively referred to as "grit" in a number of outlets, may be the greatest 21st century skill.

INSTRUCTIONAL DESIGN

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

The instructional program of CPA has been designed to create an environment where the previously described vision for 21st century students and how learning occurs best will be realized.

Students Learn Best When...	Research Supporting STEM Prep Strategies to Create These Conditions
Instruction is personalized to meet the students' needs, with extended learning	Small Class Sizes • CPA has an average class sizes of 25:1, which does not include P.E. and enrichments.

⁴⁵ Wiggins, G., & McTighe, J. (2006). *Understanding by Design* (Expanded 2nd edition). US: Pearson, 2005, 16.

⁴⁶ Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn* (Vol. 11). Washington, DC: National academy press.

Students Learn Best When...	Research Supporting STEM Prep Strategies to Create These Conditions
time for deeper learning.	• “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: • <i>Graduate on time</i> — 72 percent of students, versus 66 percent from regular classes and 65 percent from classes with a paraprofessional • <i>Complete more advanced math and English courses</i> • <i>Complete high school</i> — 19 percent dropped out, versus 23 percent from regular classes and 26 percent from classes with a paraprofessional • <i>Graduate with honors</i>”.⁴⁷ Daily Intervention • The adopted curriculum for intervention in ELA and Math follows a 50-60 minute daily schedule. While the amount of instructional intervention a student requires to make progress varies, research suggests the following ranges: Duration of intervention: at least 8–16 weeks Length and frequency of intervention: 30–120 minutes per day.⁴⁸
Lessons are relevant to the students’ lives and have real-world application.	Context and Relevance: • At CPA, through PLTW and other hands-on, project-based learning opportunities, students apply their learning to “real world” scenarios in a way that fosters deeper understandings and meaning. Similarly, through literature choices, problems posed by teachers and more, care is taken to relate learning to students’ lived experience – their cultural, linguistic, urban, socioeconomic and other experiences. • 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.”⁴⁹ Connecting content to the real world helps “foster brain-based, developmentally appropriate learning environment,”⁵⁰ which can be achieved via project-based learning experiences that involve “real life, ‘hands-on,’ thematically based activities that [are] oriented to solving problem.”⁵¹

⁴⁷ <http://www.nea.org/classsize/index.html>

⁴⁸ Vaughn, Wanzek, Murray, & Roberts, 2012; Vaughn et al., 2012

⁴⁹ Taylor, K. (2006). Brain function and adult learning: Implications for practice. *New Directions for Adult and Continuing Education*, 110, 71.

⁵⁰ Rushton, S. P., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's conditions of learning theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21.

⁵¹ Ibid.

Students Learn Best When...	Research Supporting STEM Prep Strategies to Create These Conditions
CPA has high expectations for students.	High Expectations “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.”⁵²
Teachers continuously improve their craft by participating in a robust professional development program and peer collaboration.	Instructional Coaches (Ability to serve role determined based on interview performance and ESSA compliance) - 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.⁵³ Built-In Time in the Schedule for Collaboration and PD - Linda Darling Hammond and Gary Sykes of Stanford University found “teacher conversations and collaborations” are “key to increasing student achievement.”⁵⁴ Professional Learning Community - According to years of fieldwork in diverse secondary schools, research has found that “meaningful professional development does not take place during professional development workshops or in-service presentations, but in the context of professional communities that have been locally developed to be responsive to teachers’ needs.”⁵⁵
The school attracts and retains teachers who are passionate, competent and engaging through innovative recruitment strategies and a challenging career ladder.	Paying More for Instructional Coaches - 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 (Ferguson, 1991). \$5,000 stipends are provided for Master Teachers. Career Ladder for Teachers - Research supports the notion that “career ladder incentives should motivate teachers to improve classroom performance.”⁵⁶ - Teachers are encouraged to move into master teacher or administrative roles when appropriate.

⁵² <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm>

⁵³ Ferguson, R. F. (1991). Paying for public education: New evidence on how and why money matters. *Harv. J. on Legis.*, 28, 465.

⁵⁴ Linda Darling Hammond and Gary Sykes of Stanford University

⁵⁵ Steiner, Lucy. *What the Research Says About Professional Development That Works*,

⁵⁶ <http://www.springerlink.com/content/q157250803276175/>

Students Learn Best When...	Research Supporting STEM Prep Strategies to Create These Conditions
There is a high level of engagement by parents/ guardians in their children’s learning process.	Parent Center and Volunteer Opportunities • “Research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement.” ⁵⁷
Instruction is driven by data.	Sophisticated Data Management System • Teachers are trained in using the Illuminate item bank 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. CPA teachers create learning targets for their classes/students, based on the content and skill required for their grade level. 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. Robust Professional Development • An EdSource 2007 research report confirmed what many policymakers have been saying for a long time – that data-driven instruction increases student performance.⁵⁸ • Professional Development happens every Friday for approximately 2 hours. We also have 2-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.

⁵⁷ <http://www.nwrel.org/scpd/sirs/3/cu6.html>

⁵⁸ EdSource. Publications Directory. Accessed from <https://edsources.org/publications#!/catalog>.

CPA encourages teachers to collaborate in order to demonstrate linkages between different subjects in the real world. Focus on literacy in the Common Core standards is reflected in CPA's school-wide practice of writing across the curriculum in which writing is emphasized across every discipline. 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.

9. CURRICULUM

CPA's CCSS-aligned core curriculum for grades 5-8 is designed to articulate with the curriculum at STEM Prep ES and MSCP in content and methods while the pedagogical philosophy between the three campuses is consistent.

CPA has fully adopted the Common Core State Standards for ELA, Math, Next Generation Science Standards (NGSS) and Literacy Standards for the Social Sciences and Technical subjects in all grades 5-8. All curriculum maps, unit plans, lessons, and assessments are 100% aligned to the CCSS for each grade level and content area. Science and History teachers are required to incorporate CCSS Literacy Standards for each daily lesson. Teachers spend significant time backwards-planning and creating curriculum maps aligned to the rigor and content of End-of-Year assessments and the Common Assessments that are implemented each year across all grades and all content areas. Teachers use the content and skills that are essential for the content area to create curriculum maps for the extra block of English and Math that our scholars have, which is standards aligned.

English Language Arts (Core)

Strong literacy is the overall goal of the CPA program. Our graduating eighth graders must be prepared to read, write, listen and speak as strong high school students. Their abilities and skills will reflect intensive middle school Language Arts study and training. Such ability is dependent on a strong English Language Arts curriculum that ensures reading fluency and comprehension of fiction and non-fiction texts, and strong writing ability in a variety of genres. CPA implements the Amplify blended learning ELA curriculum for grades 5-8.

Amplify ELA is an interactive core curriculum that brings complex texts to life. Amplify ELA inspires students to read more deeply, write more vividly, and think more critically. With text always at the center, students are encouraged to make meaning for themselves. They develop ideas and opinions on real-world, relevant texts, instead of focusing on right or wrong answers.

Multiple entry points and differentiated supports allow every student, regardless of fluency or ability level, to engage deeply with the same complex texts and rigorous curriculum. Formative assessment reports provide a continually updated picture of how each student is progressing with key skills and standards. Each learning moment provides a small piece of data, allowing you to keep teaching while building a clear understanding of student performance.

(<https://www.amplify.com/programs/amplify-ela/>).

Each grade level in the Amplify curriculum includes six units centered on literary or informational texts, delivered in several forms of media. Each grade also includes two to three immersive learning experiences called Quests and a dedicated Story Writing unit. Carefully selected for their adherence to the CCSS ELA/Literacy, the texts in the Amplify ELA curriculum balance literary and informational text, and include a rich representation of genres: novels, plays, poetry, memoirs, and other full-length texts.

Text selections have been carefully curated to engage students in the study of complex texts at each grade level. Lexile levels are included for each core text. The Amplify ELA program has sequenced core texts, creating a “staircase” of steadily increasing complexity as measured by quantitative measures, qualitative measures, and task consideration. Teachers are provided detailed lesson plans, video teacher tips embedded in the unit, standards alignment and exit tickets, real-time differentiation strategies, and robust reporting.

In all ELA courses, teachers are accountable for planning with both CCSS ELA and Literacy standards, in addition to the ELD standards for English Learners. Lesson plan review, coaching, and support is an essential practice that the Instructional Coach and the Principal employ to both ensure that effective lessons are being delivered, and that teachers are supported in delivering the high levels of rigor in the CCSS standards in a way that all students, especially our English Learners, can access and reach mastery. We explicitly and directly teach our students to be active and purposeful readers and writers. Teachers and administrators develop and implement a rigorous plan for introducing increasingly difficult texts and assignments to our students. Our students are exposed to a plethora of complex texts in all content areas, and especially in ELA with the specific intent for all students to develop strong writing and comprehension skills. The diversity of our texts supports students’ development of their reading skills through many different contexts. Informational and complex texts are a foundational component of literacy in all courses, especially ELA, and teachers are provided with access to a high variety of resources to use in the classroom.

Comprehensively, our Language Arts program builds a strong foundation in the five components of strong reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.⁵⁹ In addition, in 5th through 8th grade, the CCSS listening and speaking standards are implemented. Verbal and written fluency in academic discourse are explicitly taught and practiced intensively in grades 5-6, and students enhance the level of these skills in grades 7 and 8. Teachers engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the ELA classrooms, and in the Social Sciences and Science classes. All teachers emphasize close reading and informational text, which is articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level.

English Language Arts 5: In 5th grade, students are exposed to complex texts and given explicit instruction on close reading strategies for reading these pieces of text fluently, with comprehension and deep levels of analysis. Students start with a unit examining the genre of personal narratives, including nonfiction works written by a first-person narrator involved in the events being described. The second unit on early American civilizations involves the study of the geography, climate, flora, and fauna of the Americas and the rise and fall of the Maya, Aztec, and Inca civilizations. In a unit on poetry, students explore poetry, training in methods and devices poets use and learning to read, write, and interpret formal and free verse poems. Students trace the development of plot, characters, and literary elements while reading a full-length, adapted version of *Don Quixote*, and then have broad exposure to the art and literature of the Renaissance through the works of renowned masters. The next unit teaches students about the Reformation, a movement involving religious and political upheaval that shifted the political power in Europe. Students then engage in an immersive Quest that treats Shakespeare’s comedy *A Midsummer Night’s Dream* as both literature and a living text for interpretation and performance. In a unit on Native Americans, students learn how settlers, explorers, and the American

⁵⁹ Armbruster, B., Lehr, F., and Osborn, J. 2001. “Put Reading First: The Research Building Blocks for Teaching Children to Read.” *Center for the Improvement of Early Reading Achievement (CIERA)*.

government in the 1800s affected Native American cultures and their relationship with the land. Finally, students learn about chemistry and close-reading through a literary and informational work, *The Badlands Sleuth*, in which the protagonist uses chemistry to solve mysteries.

English Language Arts 6: Students begin with narrative writing to quickly boost their writing production, to learn the foundational skill of focus, and to become comfortable with key classroom habits and routines they use all year. Students then apply their new observational focus to some lively readings from Roald Dahl’s memoir “*Boy*” and learn how to work closely with textual evidence. In the second unit, students delve into mystery and investigations, taking on the roles of detective and scientific investigator to discern fact from fiction, organize and evaluate evidence, and practice critical reading skills. In *Epidemiology*, students read the real-life experiences of a team of scientists tasked with unraveling the mystery of yellow fever, a deadly disease that terrorized cities and communities worldwide. In *Sherlock Holmes*, they read how Holmes solves cases by closely observing his surroundings, while they become textual detectives themselves. Throughout this unit, students are called upon to decipher puzzling language, develop and revise theories, and evaluate the evidence. A unit on Greek myths help students understand not only ancient Greek culture but also the world around us and our role in it. Another unit includes *Summer of the Mariposas*, by Guadalupe Garcia McCall, a retelling of the *Odyssey*, launching five sisters on an adventure into a world of heroes and evil-doers derived from Aztec myths and Latino legends. Students in 6th grade also learn how to tell the difference among primary, secondary, and tertiary sources; determine if a given source is reliable; and understand the ethical uses of information. Students construct their own research questions and explore the internet for answers.

English Language Arts 7: Sample readings in 7th grade include *Raisin in the Sun* and *Sucker*, through which students explore how people facing hardships can inflict unintentional harm on the people around them. The two narratives work together to provide opportunities for students to analyze characters’ responses to conflict and the author’s development of ideas over the course of a piece of fiction. Students analyze informational texts, including the contemporary *The Man Who Mistook His Wife For A Hat* and the obviously relevant *Demystifying the Adolescent Brain*. Students use close reading skills to question whether they should believe what Edgar Allen Poe’s narrator’s telling them...or not. *Romeo and Juliet* combines romance with action, offering a wide range of themes and scenes for students to read about and act out, thinking critically about the choices Romeo and Juliet make. Finally, students choose from a large collection of primary and secondary sources to learn about the wide diversity of people who took part in the California Gold Rush.

English Language Arts 8: In 8th grade, students start with a unit on the Holocaust and the 1936 Olympics, engaging in range of primary source articles, images, and videos, as well as literary nonfiction and graphic nonfiction, to study what made possible the atrocities of the Holocaust. Students investigate how propaganda was generated and employed to create a political environment that ultimately corrupted a society. A unit on Liberty and Equality includes poet Walt Whitman, abolitionist Frederick Douglass and President Abraham Lincoln to see how their writing contributed to extreme shifts in social organization. Through Gris Grimly’s graphic novel *Frankenstein*, an abridgment of the 1818 edition of Mary Shelley’s book, students to wrestle with some of the text’s central themes: the source of humanity and the root of evil. Students then conduct independent research and examine primary source documents about the multifaceted lives and work of Diego Rivera and Frida Kahlo, using the internet as they put their research and close-reading skills to the test, distinguishing between reliable sources and unreliable ones. Students learn to read like writers, paying attention to the craft of writing: to the moves a good writer makes to shape the way we see a scene or feel about a character—

to stir us up, or surprise us, or leave us wondering what will happen next. Students closely read examples of rich, layered narrative nonfiction, analyze the techniques each author uses to make their writing resonate, and practice applying these techniques to their own narrative writing.

English Language Development (Core)

CPA has a significant English Learner population. We have a two-tiered approach to meeting the needs of those students and ensuring that the ELD standards are implemented, outlined below:

Designated ELD: : English Learners receive designated ELD instruction on a daily basis at their specific proficiency level (emerging, expanding, bridging) during the ELD course offered 4 times a day for 50 minutes per day. The curriculum used during this time is connected to activities or readings from the ELA and reading lessons. We also use Amplify ELD curriculum, which is directly aligned with the Amplify ELA curriculum students use in their ELA courses. During this time students are grouped with others at their same level. At designated times during the year student progress is assessed using ELD portfolios based on the ELD standards, benchmark results, student work samples and teacher observations, this might result in a move from one level to the next or reclassification.

A detailed description of Amplify ELD's lesson cycle is provided here:

Amplify ELD follows a 6-Lesson Cycle whose structure is consistent across units. Each cycle is introduced with a Conversation and Collaboration lesson that focuses on oral language and pair and small-group activities. The lessons are centered on the texts students are studying in their ELA classes. They alternate between three formats that provide instruction that students need in order to:

- Build background (explore and understand context).
- Analyze language (derive meaning by decoding challenging language and concepts).
- Produce language (make oral presentations and actively listen).

The second lesson in the cycle begins with reading a passage from the ELA core text; students read two such passages each cycle. For four days in the cycle, students work with vocabulary words that correspond to the core text they read. Students are working with words that they have already encountered in this core text. These words are differentiated by English proficiency level, but all students learn words that are essential to understanding the passage and/or frequently occurring across many texts (i.e., high-utility). Students are also introduced to academic words that correspond to topics and themes in the units or are more broadly connected to academic dialogue and text. Students are encouraged to use these words in their writing and discussion throughout the week. Vocabulary practice is always followed by a discussion of the reading, either to build basic comprehension of the passage and make a personal connection (Lessons 2 and 4), or to offer and defend an opinion on the passage (Lessons 3 and 5). In Lessons 2 and 4, students write to the same prompt they have discussed as a class. In Lesson 6, they read feedback and revise these pieces. All writing and revision sessions are followed by an opportunity for students to share their writing with the group and get peer feedback. In Lessons 4 and 5, students learn about grammatical features that are present in the focal text, and practice these with short writing prompts. The focus of grammar study is always on how parts of English work to make meaning and communicate specific information. In Lesson 6, students engage in a special combination of close reading and grammar study by unpacking a Super Sentence. Super Sentences are information-rich, multi-clause excerpts from a focal text that students learn to break into meaningful chunks and paraphrase to build deep

understanding. Students follow these discussions of Super Sentences with a revision of one of their own pieces of writing, working to extend either the subject or predicate of a sentence, and notice the impact on the piece. (Source: Amplify ELD: Program description and resources; obtained from Amplify publisher.)

See also: section on English Learners, below.

Academic Language Support: In addition to the designated ELD time, ELs receive academic language support throughout their day in all content areas provided by their classroom teachers and aides. The CCSS highlight the importance of the language development in all academic and non-academic areas. Teachers use SDAIE and academic language development strategies to support our EL students. This is accomplished constantly throughout the day by using visuals and visual cues that support language, by pre-teaching in small groups with the help of an aide, by unpacking math problems as a class before students are expected to work independently, by supporting vocabulary development in all subject areas at all times. (See also, Section re: English Learners, below.)

Social Studies/History (Core)

Social studies courses focus on teaching students how to read and think like historians through targeted thinking skills focused on the analysis of primary and secondary sources. Students develop their abilities through discussion and writing tasks focused on honing those specific skills. Through our courses, students become proficient in cross-curricular practices that prepare them for college level work and make them critically thinking citizens. Our curriculum focuses on developing students' historical thinking skills. The historical thinking skills are derived from skills targeted by *Stanford History Education Group*. Those skills are:

- Sourcing
- Contextualization
- Corroboration
- Close Reading

In addition to those skills, we also focus heavily on students' ability to evaluate historical questions and synthesize multiple sources. All units of study are based on the [California History Social Science Framework](#). With this framework, we determine the scope and sequence as well as the essential questions that drive each unit.

Examples of Essential Questions:

- To what extent was Reconstruction a success in terms of providing African Americans with rights?
- To what extent did opportunity increase as a result of the second Industrial Revolution?
- How did society and culture change during the 1920s?

We align with the [ELA/Social Science Common Core Standards](#) by focusing our instruction on developing reading, writing, and analysis skills. Students use those skills to answer the essential questions using both primary and secondary sources from the time period. Specific reading and writing assignments aligned with the literacy standards enhance the curricular program and align the curriculum with the reading and writing expectations in ELA.

Social Studies 5: The fifth-grade course introduces students to important historical questions throughout the year-long study. The course for grade five presents the story of the development of the nation, with emphasis on the period up to 1800. This course focuses on the creation of a new nation that would be peopled by immigrants from all parts of the globe and governed by institutions influenced by a number of religions, the ideals of the Enlightenment, and concepts of self-government. Students in the fifth grade continue to develop the civic and economic skills they will need as citizens, especially as they learn about the nation's foundational documents. Students examine the human and physical geography of the United States by studying past and present-day maps of the United States and identifying connections with geography and the ethnic, linguistic, and religious settlement patterns that shaped the new nation.

Social Studies 6: In alignment with CCSS, the sixth-grade social studies curriculum includes the study of major Western and non-Western ancient civilizations including Mesopotamia and Egypt, the Ancient Hebrews, Ancient Greece, Rome, China and early Indian civilizations. Within studies of each of these cultures, students focus on how the people, events, and geography of each civilization helped develop its social, economic and political structures. Students examine reasons behind the rise and fall of civilizations and analyze the ways in which ideas from these civilizations transformed the world in which we live. Students access information from a wide variety of sources, including textbooks, primary sources, novels, internet sources, maps, and graphs. In this way, students constantly reinforce and utilize skills learned in other content areas.

Social Studies 7: This course teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course begins with a study of the fall of the Roman Empire and continue with Islam in the Middle Ages. Students then study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso- American and Andean civilizations. They analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

Social Studies 8: In this course, students study American history from the framing of the Constitution up to World War I. Students study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students make connections to contemporary social, political, and economic conditions.

Mathematics (Core)

CPA utilizes Eureka Math for Grade 5 and the Illustrative Math program for grades 6-8, the top-rated middle school curriculum across all programs reviewed by EdReports, an independent nonprofit that reviews K–12 instructional materials for focus, coherence, and rigor. IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures.

As each unit progresses, students are systematically introduced to representations, contexts, concepts, language, and notation. As their learning progresses, they make connections between different representations and strategies, consolidating their conceptual understanding, and see and understand more efficient methods of solving problems, supporting the shift toward procedural fluency. The distributed practice problems give students ongoing practice, which also supports developing procedural proficiency. Students have opportunities to make connections to real-world contexts throughout the materials. Carefully chosen anchor contexts are used to motivate new mathematical concepts, and students have many opportunities to make connections between contexts and the concepts they are learning. Selected activities are structured using *Five Practices for Orchestrating Productive Mathematical Discussions* (Smith & Stein, 2011).

Different instructional tasks serve different purposes. Examples include:

- provide experience with a new context
- introduce a new concept and associated language
- introduce a new representation
- formalize the definition of a term for an idea previously encountered informally
- identify and resolve common mistakes and misconceptions
- practice using mathematical language
- work toward mastery of a concept or procedure
- provide an opportunity to apply mathematics to a modeling or other application problem

Mathematics 5: Grade 5 mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Mathematics 6: Grade 6 begins with a unit on reasoning about area and understanding and applying concepts of surface area. Materials incorporate opportunities to practice elementary arithmetic concepts and skills through warm-ups, in the context of instructional tasks, and in practice problems as they are reinforcing the concepts they are learning in the unit. Students encounter plenty of examples of a mathematical or statistical idea in various contexts. Students study algebraic expressions.

Grade 5	
M1: Place Value and Decimal Fractions (20 days)	1st QUARTER
M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	
M3: Addition and Subtraction of Fractions (22 days)	2nd QUARTER
M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)	
M5: Addition and Multiplication with Volume and Area (25 days)	3rd QUARTER
M6: Problem Solving with the Coordinate Plane (40 days)	
	4th QUARTER

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	Grade 6	Grade 7	Grade 8
week 1	Unit 1 Area and Surface Area (21–22 days)	Unit 1 Scale Drawings (13–15 days)	Unit 1 Rigid Transformations and Congruence (20 days)
week 2		Unit 2 Introducing Proportional Relationships (17 days)	
week 3			
week 4	Unit 2 Introducing Ratios (19 days)		Unit 2 Dilations, Similarity, and Introducing Slope (15 days)
week 5			
week 6			
week 7	Unit 3 Unit Rates and Percentages (18–19 days)	Unit 3 Measuring Circles (11–13 days)	Unit 3 Linear Relationships (17 days)
week 8		Unit 4 Proportional Relationships and Percentages (17–19 days)	
week 9			
week 10	Unit 4 Dividing Fractions (20 days)		Unit 5 Rational Number Arithmetic (19 days)
week 11			
week 12			
week 13	Unit 5 Arithmetic in Base Ten (16–18 days)	Unit 6 Expressions, Equations, and Inequalities (25 days)	Unit 5 Functions and Volume (25 days)
week 14			
week 15			
week 16	Unit 6 Expressions and Equations (18–20 days)	Unit 7 Angles, Triangles, and Prisms (19 days)	Unit 6 Associations in Data (12–13 days)
week 17			
week 18			
week 19	Unit 7 Rational Numbers (20 days)	Unit 8 Probability and Sampling (20–22 days)	Unit 7 Exponents and Scientific Notation (18 days)
week 20			
week 21			
week 22	Unit 8 Data Sets and Distributions (21 days)	Unit 9 Putting It All Together (0–13 days)	Unit 8 Pythagorean Theorem and Irrational Numbers (17 days)
week 23			
week 24			
week 25	Unit 9 Putting It All Together (0–18 days)		Unit 9 Putting it All Together (0–10 days)
week 26			
week 27			
week 28			
week 29			
week 30			
week 31			
week 32			
week 33			
week 34			
week 35			
week 36			

(<https://curriculum.illustrativemathematics.org/MS/teachers/index.html>)

Mathematics 7: As in grade 6, students start grade 7 by studying scale drawings, an engaging geometric topic that supports the subsequent work on proportional relationships. Students use arithmetic understanding and skills learned in 6th grade. Geometry and proportional relationships are also interwoven, with the important proportional relationship between a circle's circumference and its diameter studied. Students study operations with rational numbers, both positive and negative, and

work on operations on rational numbers, with emphasis on the role of the properties of operations in determining the rules for operating with negative numbers. Students also learn about expressions and equations, putting their arithmetical and algebraic skills to work in units on angles, triangles, and prisms, and on probability and sampling.

See pacing guide under Mathematics 6.

Mathematics 8: Students begin grade 8 with transformational geometry. They study rigid transformations and congruence, then dilations and similarity (this provides background for understanding the slope of a line in the coordinate plane). Next, they build on their understanding of proportional relationships from grade 7 to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. They expand their ability to work with linear equations in one and two variables. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables. They learn that linear relationships are an example of a special kind of relationship called a function. They apply their understanding of linear relationships and functions to contexts involving data with variability. They extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem.

See pacing guide under Mathematics 6.

Science (Core)

Using Amplify Science California curriculum, authored by UC Berkeley's Lawrence Hall of Science, our science instruction develops mastery of core vocabulary and conceptual knowledge, supplemented with the application of scientific principles in laboratory settings. As outlined in CCSS/NGSS, students study the Earth Sciences, Life Science, and Physical Science at the appropriate grade levels. Amplify Science California blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Each unit of Amplify Science California engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. Amplify Science California is rooted in the Lawrence Hall of Science's Do, Talk, Read, Write, Visualize model of learning. This research-based approach presents students with multiple modalities through which to explore the curriculum. Amplify Science California includes hands-on activities, print materials, and powerful digital tools to support online and offline teaching and learning. Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences.

Amplify Science is organized around units where students are introduced to compelling phenomena and real-world problems, develop and strengthen claims by collecting evidence and testing assumptions, and apply their learning in new contexts.

Integrated Science 5: Students engage in scientific investigation through the following units:

Patterns of Earth and Sky: Playing the role of astronomers, students help a team of archaeologists figure out what the missing piece of a recently discovered artifact might have depicted. As they

learn about the sun and other stars and the movement of Earth, students can explain what is shown on the artifact and what might be on the missing piece.

Modeling Matter: In their role as food scientists at a fictional company, students are introduced to the idea that all matter is made of particles too small to see, and that each different substance is made of particles (molecules) that are unique. They are then challenged to solve two problems: one requires them to separate a mixture, and the other requires them to make unmixable substances mix. Students are challenged to use the particulate model of matter to explain their work to the CEO of the company.

The Earth System: The cities of East Ferris and West Ferris are located on different sides of a mountain on the fictional Ferris Island. East Ferris is having a water shortage while West Ferris is not. As water resource engineers, students learn about the Earth system to help figure out what is causing the water shortage problem and design possible solutions, including freshwater collection systems and proposals for using chemical reactions to treat wastewater.

Ecosystem Restoration: As ecologists, students work to figure out why the organisms in a part of a Costa Rican rainforest ecosystem aren't growing and thriving. As they solve this problem, students learn more generally how organisms in an ecosystem get the matter and energy they need to survive, and then write a series of restoration plans that include arguments about why the rainforest ecosystem is not thriving and recommend actions to restore its health.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

Integrated Science 6: Students engage in scientific investigation through the following units:

Microbiome: There is evidence to suggest that the approximately 100 trillion bacteria living on and in the human body may correlate to many different health conditions. Further, altering one's microbiome can result in altering one's health for better or worse. Most notably, a treatment known as a fecal transplant—a transplant that involves using microorganisms from one person's healthy gut microbiome to cure another person who is suffering from a potentially deadly infection—has been under review. Students take on the role of student researchers to figure out why a fecal transplant cured a patient suffering from a C. difficile infection.

Metabolism: Through inhabiting the role of medical students in a hospital, students are able to draw connections between the large-scale, macro-level experiences of the body and the micro-level processes that make the body function as they first diagnose a patient and then analyze the metabolism of world-class athletes. They uncover how body systems work together to bring molecules from food and air to the trillions of cells in the human body.

Metabolism: Engineering Internship: Students act as food engineering interns to design a health bar to feed people involved in natural disasters, with a particular emphasis on two populations who have health needs beyond what can be provided by emergency meals: patients and rescue workers. These plans must meet three design criteria: 1) addressing the metabolic needs of a target population; 2) tasting as good as possible; and 3) minimizing costs while serving as many people as possible. Students focus on the practice of considering trade-offs while designing solutions to deepen their understanding of metabolism. They also consider questions of scale, proportion, and quantity as different proportions of types of molecules affect a body's health and metabolism.

Traits and Reproduction: Scientists and engineers are investigating possible ways spider silk can be used for medical purposes, such as for artificial tendons. Students act as student geneticists to investigate what causes variation in spider silk traits. Specifically, they explain why parent spiders have offspring with widely varied silk flexibility traits. They uncover the roles of proteins and genes and the way that genes are inherited.

Thermal Energy: In their role as student thermal scientists, students work with the principal of the fictional Riverdale School to help the school choose a new heating system. They compare a system that heats a small amount of water with one that uses a larger amount of cooler groundwater. Students discover that observed temperature changes can be explained by the movement of molecules, which facilitates the transfer of kinetic energy from one place to another. As they analyze the two heating system options, students learn to distinguish between temperature and energy, and to explain how energy transfers from a warmer object to a colder object until the temperature of the two objects reaches equilibrium.

Ocean, Atmosphere, and Climate: Students act as student climatologists helping a group of farmers near Christchurch figure out the cause of significantly colder air temperatures during the El Niño climate event. To solve the puzzle, students investigate what causes regional climates. They learn about energy from the sun and energy transfer between Earth's surface and atmosphere, ocean currents, and prevailing winds.

Weather Patterns: Weather is a complex system that affects our daily lives. Understanding how weather events, such as severe rainstorms, take place is important for students to conceptualize weather events in their own community. Students play the role of student forensic meteorologists as they discover how water vapor, temperature, energy transfer, and wind influence local weather patterns in a fictional town called Galetown. They use what they have learned to explain what may have caused rainstorms in Galetown to be unusually severe in recent years.

Earth's Changing Climate: In the role of student climatologists, students investigate what is causing ice on Earth's surface to melt in order to help the fictional World Climate Institute educate the public about the processes involved. Students consider claims about changes to energy from the sun, to the atmosphere, to Earth's surface, or in human activities as contributing to climate change.

Earth's Changing Climate: Engineering Internship: Students act as civil engineering interns to design a plan to modify a city's roofs in order to reduce the city's impact on climate change. These plans must meet three design criteria: 1) reducing impact on the climate; 2) preserving the city's historic character; and 3) minimizing costs. Students focus on the practice of isolating variables in planning and conducting tests to deepen their understanding of climate change. They also learn about the cause-and-effect mechanisms involved as changes to albedo and combustion of fossil fuels affect climate.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

Integrated Science 7: Students in grade 7 engage in the following units:

Geology on Mars: Evidence that water was once present on a planet is evidence that the planet may once have had living organisms. In their role as student planetary geologists working to investigate the planet Mars, students investigate whether a particular channel on Mars was caused

by flowing water or flowing lava. Along the way, students engage in the practices and ways of thinking particular to planetary geologists, and learn to consider a planet as a system of interacting subsystems.

Plate Motion: Students play the role of geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America. They learn that the surface of the Earth has changed dramatically over the Earth's history, with continents and ocean basins changing shape and arrangement due to the motion of tectonic plates. They also learn that as the Earth's surface changes, fossils that formed together may be split apart.

Plate Motion: Engineering Internship: Students act as mechanical engineering interns to design a tsunami warning system for the Indian Ocean region. These warning systems must meet three design criteria: 1) giving people as much warning time as possible to move to safety; 2) causing as few false alarms as possible; and 3) minimizing costs as much as possible. Students communicate like engineers and scientists do as they use their understanding of plate motion and patterns in data to create and justify their designs.

Rock Transformations: Taking on the role of student geologists, students investigate a geologic puzzle: Two rock samples, one from the Great Plains and one from the Rocky Mountains, look very different but are composed of a surprisingly similar mix of minerals. Did the rocks form together and somehow get split apart? Or did one rock form first, and then the other rock form from the materials of the first rock? To solve the mystery, students learn about how rock forms and transforms, driven by different energy sources.

Phase Change: Taking on the role of student chemists working for the fictional Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan. One team of scientists at the Universal Space Agency claims that the lake evaporated, while the other team of scientists claims that the lake froze. The students' assignment is to determine what happened to the lake. They discover what causes phase changes, including the role of energy transfer and attraction between molecules.

Phase Change: Engineering Internship: Students act as chemical engineering interns to design an incubator for low-birthweight babies. Phase change materials (PCMs) are substances that store and release large amounts of energy during the phase changes of melting and freezing. Since they can easily be reused, PCMs are useful for everyday situations that require temperature control. Students select a combination of PCMs and an insulating lining material, applying concepts about phase change and energy transfer.

Chemical Reactions: In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield. They analyze a brown substance that is in the water, the iron that the town's pipes are made of, and a substance from fertilizer found to have contaminated the wells that are the source of the town's water. Students use their findings to explain the source of the contaminating substance.

Populations and Resources: Glacier Sea has seen an alarming increase in the moon jelly population. In the role of student ecologists, students investigate reproduction, predation, food webs, and indirect effects to discover the cause. Jellyfish population blooms have become common in recent years and offer an intriguing context to learn about populations and resources.

Matter and Energy in Ecosystems: Students examine the case of a failed biodome, an enclosed ecosystem that was meant to be self-sustaining but ran into problems. In the role of ecologists, students discover how all the organisms in an ecosystem get the resources they need to release energy. Carbon cycles through an ecosystem due to organisms' production and use of energy storage molecules. Students build an understanding of this cycling—including the role of photosynthesis—as they solve the mystery of the biodome collapse.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

Integrated Science 8: Students in grade 8 engage in the following units:

Harnessing Human Energy: Energy-harvesting backpacks, rocking chairs, and knee braces are just a few of the devices that have been created to capture human energy and use it to power electrical devices. Students assume the role of student energy scientists in order to help a team of rescue workers find a way to get energy to the batteries in their equipment during rescue missions. To do so, students learn about potential and kinetic energy, energy conversions, and energy transformations.

Force and Motion: In the role of student physicists, students help solve a physics mystery from outer space. A pod returning with asteroid samples should have stopped and docked at the space station. Instead, it is now moving back away from the station, and the video feed showing what happened in the seconds during which it reversed direction has been lost. Did the pod reverse before it got to the space station, or did it hit the station and bounced off? Students explore principles of force, motion, mass, and collisions as they solve this mystery.

Force and Motion: Engineering Internship: Students act as mechanical engineering interns to design delivery pods—pods of emergency supplies that are dropped in areas experiencing a natural disaster. These delivery pods must meet three design criteria: 1) limiting the amount of damage to the cargo during the drop; 2) reusing the pod's shell as much as possible (for example, as emergency shelter); and 3) minimizing the cost of the pod as much as possible. Students focus on the practice of analyzing data to deepen their understanding of force and motion. They also learn about how structure and function are interrelated to determine the integrity and, therefore, success of their pods.

Magnetic Fields: As student physicists consulting for the fictional Universal Space Agency, students work to understand the function of a magnetic spacecraft launcher (a simplified version of real technology currently under development). In particular, they seek to explain why a particular test launched the spacecraft much faster than expected. To do this, they investigate how magnets move some objects at a distance, the source of the energy for that movement, and what causes differences in the energy and forces involved.

Light Waves: Australia has one of the highest skin cancer rates in the world: More than half of the people who live there will be diagnosed with skin cancer in their lifetime. In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials, and how these interactions affect our world—from the colors we see, to changes caused by light from the sun such as warmth, growth, and damage. Students use what they learn about light to explain the causes of Australia's skin cancer problem.

Earth, Moon, and Sun: Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the moon. In order to provide this advice, students investigate where the moon's light comes from, what causes the characteristic changes in the appearance of the Moon that we observe, and what conditions are required to view phenomena such as particular moon phases and lunar eclipses.

Natural Selection: According to local legend around Oregon State Park, three unfortunate campers were found dead at their campsite and investigators found only one clue—a rough-skinned newt inside the coffeepot that the campers used to make their morning coffee. Student biologists investigate what caused the roughskinned newts of Oregon State Park to become so poisonous by uncovering mechanisms of natural selection—investigating variation in populations, survival and reproduction, and mutation.

Natural Selection: Engineering Internship: Students act as biomedical engineering interns to design a malaria treatment plan. These treatment plans must reduce the population of malaria plasmodia while meeting three design criteria: 1) limiting the amount of the drug-resistance trait that develops in the population; 2) minimizing the side effects caused by the treatment; and 3) minimizing the treatment costs while treating as many patients as possible. Students focus on the practice of analyzing data to deepen their understanding of natural selection. They also learn about the cause-and-effect mechanisms involved when rates of death and reproduction can lead to increased drug resistance in the plasmodia population.

Evolutionary History: Students act as student paleontologists to discover the evolutionary history of a mystery fossil. Is this species more closely related to wolves or whales, and how did all three species change over time? Students learn how to interpret similarities and differences among fossils, investigate how natural selection can lead to one population becoming two different species, and investigate evolution over vast periods of time.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

STEM Electives (Core)

All students take at least one STEM elective between grades 5 and 8, depending on their need for intervention. Once students have completed the “core” course in a grade level, they can select an additional enrichment course. All courses are year-long.

Grade 5 Project Lead the Way (PLTW) Core Course⁶⁰

- **Launch Module1: Energy Collisions:** Students explore the properties of mechanisms and how they change energy by transferring direction, speed, type of movement, and force. Students discover a variety of ways potential energy can be stored and released as kinetic energy. They explain the relationship between the speed of an object and the energy of that object, as well as predict the transfer of energy as a result of a collision between two objects. The design problem is introduced by Angelina, Mylo, and Suzi watching amusement park bumper cars collide. As students solve the problem for this module, they apply their knowledge and skills to develop a vehicle restraint system.

⁶⁰ All PLTW courses align to CCSS in ELA and Math, as well as NGSS.

- Launch Module 2: Energy Conversions: Students identify the conversion of energy between forms and the energy transfer required to move energy from place to place. They also identify and explain how energy can be converted to meet a human need or want. The design problem is introduced through Angelina, Mylo, and Suzi, who need to move donated food from a truck to a food pantry. Students then apply scientific ideas about the conversion of energy to solve this design problem.
- Launch Module 3: Input/Output Computer Systems: In this exploration of how computers work, students are encouraged to make analogies between the parts of the human body and parts that make up a computer. Students investigate reaction time as a measure of nervous system function. After Mylo suffers a concussion, his friends become interested in how to diagnose concussions and create a reaction-time computer program to assess a baseline before a concussion occurs. Students apply what they have learned to build their own reaction-time measurement devices on tablets. This module has strong connections to the fourth grade Human Brain module.
- Launch Module 4: Input/Output Human Brain: Students discover how signals passing from cell to cell allow us to receive stimuli from the outside world, transmit this information to the brain for processing, and then send out a signal to generate a response. When Mylo experiences a concussion after falling off a skateboard while not wearing a helmet, he and his friends are motivated to raise awareness about concussions. Inspired by this design problem, students work as part of a team to design, plan, and create a video or podcast to educate children on identifying and preventing concussions.

Grade 5 PLTW Enrichment Course

- Launch Module 1: Robotics and Automation: Students explore the ways robots are used in today's world and their impact on society and the environment. Students learn about a variety of robotic components as they build and test mobile robots that may be controlled remotely. Angelina, Mylo, and Suzi are tasked with designing a mobile robot that can remove hazardous materials from a disaster site. Students are then challenged to design, model, and test a mobile robot that solves this design problem.
- Launch Module 2: Robotics and Automation Challenge: Students expand their understanding of robotics as they explore mechanical design and computer programming. This module focuses on developing skills needed to build and program autonomous robots. Angelina, Mylo, and Suzi are tasked with designing an automatic-guided vehicle to deliver supplies to a specific area in a hospital without being remotely controlled by a person. Inspired by this design problem, students work with a group to apply their knowledge to design, build, test, and refine a mobile robot that meets a set of design constraints.
- Launch Module 3: Infection Detection: Students explore transmission of infection, agents of disease, and mechanisms the body uses to stay healthy. Through a simulation, they compare communicable and non-communicable diseases. In the design problem, Suzi comes down with a fever and sore throat, and her friends wonder how this illness might have spread across the school. Students tackle the design problem by examining evidence to deduce the agent of infection, the likely source of the outbreak, and the path of transmission through a school. They design and run an experiment related to limiting the spread of germs and apply results to propose appropriate prevention methods.
- Launch Module 4: Infection Modeling and Simulation: In this module, students investigate models and simulations and discover powerful ideas about computing. The design problem – related to the Infection: Detection module – is introduced as Mylo and Angelina look to model

an infectious disease to simulate how an illness spread through their class. Applying their new understandings, students program their own models and collect data by running simulations with different parameters.

Grade 6 PLTW Core Course

- Gateway Module: Design and Modeling: Design and Modeling provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.
- Gateway Module: Automation and Robotics: Automation and Robotics allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Grade 7 PLTW Core Course

- Gateway Module: Medical Detectives: Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

Grade 8 PLTW Core Course

- Gateway Module: Computer Science for Innovators and Makers: Computer Science for Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The course broadens students’ understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.
- Gateway Module: App Creators: App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. The course provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, community service—the options are endless!

Grades 6-8 PLTW Enrichment Courses

- Gateway Flight and Space: The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil.
- Green Architecture: Students learn how to apply green concepts to the fields of architecture and construction. They explore dimensioning, measuring, and architectural sustainability and apply what they have learned to design affordable housing units using Autodesk's® 3D architectural design software.
- Magic of Electrons: Students examine the behavior and parts of atoms as well as the impact of electricity on the world around them. They learn skills in basic circuitry design and use what they know to propose designs such as a burglar alarm for an art museum.

Physical Education (Non-Core)

Our physical education program is designed based upon the Physical Education Standards to keep students active, fit, and healthy. It is also used as a time to reinforce the school's culture. Students take PE all four years of CPA. PE is built into the master schedule as a regular 50 minute block on Mondays, Tuesdays, Wednesdays, and Thursdays and 43 minutes on Friday. As a result, PE instruction is in excess of the state standard of 200 minutes every 10 days.

Students are encouraged to participate in group activities, try new sports, and challenge themselves.

The five key physical education standards are:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Through our physical education program we:

- encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- expose students to life activities that help them to develop healthy lifestyles as an adult
- discuss health and physical issues pertinent to youth in a supportive forum

Physical Education Units of Study

	Grade 5	Grade 6	Grade 7	Grade 8
Unit 1: Six Weeks (Late August.-mid-October)	Stretching, Strength & Cardio	Stretching, Strength & Cardio	Stretching, Strength & Cardio	Health & Nutrition
Unit 2: Six Weeks (mid-October-November)	Health & Nutrition	Basketball	Health & Nutrition	Softball
Unit 3: Six Weeks (December-January)	Group Games	Health & Nutrition	Softball	Basketball
Unit 4: Six Weeks (February-Mid-March)	Soccer	Softball	Group Games	Football
Unit 5: Six Weeks (mid-March-April)	Softball	Soccer	Basketball	Volleyball
Unit 6: Six Weeks (May-June)	Basketball	Volleyball	Volleyball	Soccer

Visual and Performing Arts (Non-Core)

Students have the option to participate in visual art, music and performing arts activities as part of our after school programming. Offerings include drawing, anime, music history and appreciation, speech and debate, drama, and more.

Academic Support/Learning Lab Elective (Non-Core)

Students in need of additional support are placed into intervention electives in math or ELA. These classes target the skills needed for students to make grade level progress and students attend these classes daily. Data is frequently assessed to determine what skills teachers should focus on and curriculum addresses those gaps. In addition to the intervention classes, students may also be placed into a Learning Lab class based off the continuum of support for students with disabilities. In the Learning Lab class, the RST works closely with students to ensure their individual needs are met according to their IEP. Additionally, CPA implements integrated ELD into all core classes so that students identified as English Learners are able to access the content through strategies such as SDAIE or SIOP. Finally, English Learners also attend a designated ELD class taught by an ELD teacher. During the designated ELD class students work one on one and in small groups with the ELD teacher to master the English language.

As noted above, Amplify ELD curriculum supports English Learners. Academic Support lessons may incorporate California Reading & Literature Project, Accelerated Reader, ST Math and other text- and online intervention programs to support our diverse learners.

Mentorship (Non-Core)

All students at CPA take a Mentorship class. This class meets weekly for 30 minutes. During Mentorship, students work closely with a teacher and small cohort of students in the same grade level to learn about the STEM Prep Core Values of We Are Family, We are STEM Thinkers, and We Are Agents of Change, as well as how to effectively work in teams. These skills contribute to developing students who are well prepared for the rigors of high school and college. The Principal collaborates with teachers to evaluate the course and tailor it to meet the needs of students.

Innovative Components of the Curricular Program

CPA provides all students with a premier public middle school experience that prepares them to meet the challenges of the 21st century. As detailed in the preceding and following section, 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 21st 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 is ready for the rigors of secondary school, college and meaningful careers. Our STEM focus includes cutting edge science and math curriculum as well as a rich array of electives offering Project Lead the Way's acclaimed STEM-based hands-on experiences.

Intervention and Enrichment Programs

We teach to mastery, accelerate and provide needed scaffolds to identified students during and after the instructional day. The Principal or Assistant Principal coordinate support services for GATE and Special Education students. Two full-time Resource Specialist teachers and two teaching assistants per grade provide targeted assistance to students both during core classes as well as daily Skills Support periods and Academic Support/Learning Lab elective. Our full-time Resource Specialists provide intervention services for students eligible through the IEP process, and they also provide small group support services to students requiring intense remediation in literacy.

Enrichments include PLTW's "gold standard" STEM curriculum, more than twice the standard allotment of instructional minutes in P.E./Health, and a rotating selection of arts electives.

Curricular and Instructional Materials

We have selected the following text and online curricula that are aligned with the CCSS/NGSS and frameworks. Specific textbooks and publishers are subject to change based on the availability of new textbooks and the CPA ongoing internal evaluation processes of instructional effectiveness.

Content Area	Curriculum/Programs Used
ELA	Amplify Core Knowledge Language Arts and Amplify ELA
Math	Illustrative Math
Science	Amplify Science
Social Studies	Teacher-created/curated curriculum
ELD	Amplify ELD
STEM Electives	Project Lead the Way
Arts	Teacher-created/curated curriculum
P.E./Health	Teacher-created/curated curriculum
Academic Support Electives	California Reading and Literature Project Accelerated Reader ST Math

10. COMPREHENSIVE COURSE LIST

Subject Area	Grade 5	Grade 6	Grade 7	Grade 8
History/Social Science	Social Studies 5	Social Studies 6	Social Studies 7	Social Studies 8
English/Language Arts	English Language Arts 5	English Language Arts 6	English Language Arts 7	English Language Arts 8
ELD	Designated ELD	Designated ELD	Designated ELD	Designated ELD
Mathematics	Math 5	Math 6	Math 7	Math 8
Science	Integrated Science 5	Integrated Science 6	Integrated Science 7	Integrated Science 8
Physical Education	Physical Education 5	Physical Education 6	Physical Education 7	Physical Education 8
Electives	STEM Electives	STEM Electives	STEM Electives	STEM Electives
	Academic Support Elective Visual and Performing Arts	Academic Support Elective Visual and Performing Arts	Academic Support Elective Visual and Performing Arts	Academic Support Elective Visual and Performing Arts
Mentorship	Mentorship	Mentorship	Mentorship	Mentorship

11. INSTRUCTIONAL METHODS AND STRATEGIES

We have detailed above the overall instructional strategies and approaches that are 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.⁶¹ At CPA, 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 CPA vision in a number of ways. In guiding effective small-group learning, CPA teaches students the communication and team-building skills that are essential to life in the 21st century (please see section “What It Means to be an Educated Person in the 21st 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.⁶² 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.

⁶¹ Vygotsky, L. S. (1997). *The collected works of LS Vygotsky: Problems of the theory and history of psychology* (Vol. 3). Springer Science & Business Media.

⁶² Ibid.

- ***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.

CPA 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 above, *Curriculum and Instruction*. The 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.

Lesson Cycle Overview Tip Sheet

Component	What is it?	Essential Criteria
Learning Target	Used to establish clear criteria for what the students need to demonstrate to show that they have successfully attained mastery of an academic standard(s).	- Based on one or more academic standards (CCSS, NGSS) - Includes critical declarative (content) and procedural cognitively complexity required by the academic standard(s) - Provides a focus for the lesson and a guide for learning
Essential Question	A problem or question that is used to measure student progress towards mastery of the learning target.	- Posed at the beginning of the lesson (typically during the Explore) - Referred to throughout the lesson - Students build on prior knowledge throughout the lesson cycle to answer question/solve problem - Attainable for all students - Challenges all students within ZPD (zone of proximal development) - Cognitively complex - Open-ended or allows for multiple pathways - Allows students to make real-world connections
Engage	Creates a curiosity episode to get the students interested in the lesson	- Related to LT - Short task (no more than 5 min) - Relates concept to the real-world - Creates interest/buy-in - Task should be created with student interests in mind - Provides a common experience for all - Fosters collaboration and discourse
Explore	Provides students with the opportunity to use prior	- Related to LT - Student centered

Component	What is it?	Essential Criteria
	knowledge to answer essential question/solve problem.	- Students use prior knowledge to persevere in answering - Question/problem is open-ended or allow for multiple pathways - Students ask/answer questions - Yields actionable data for teacher to use to guide the rest of the lesson

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.

CPA also encourages teachers to demonstrate linkages between different subjects in the real world. School-wide programs such as Writing across the Curriculum, in which every student engages in writing in non-ELA subjects such as math and science, help develop linkages while also developing literacy skills. Additionally, technology is implemented across the curriculum at every grade level; the use of technology is discussed in further detail below. 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.

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

All of CPA's curriculum and instructional methodologies have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the new California Common Core State Standards (CA CCSS) (www.corestandards.org) and Next Generation Science Standards (NGSS). Our faculty receives training and support in ensuring our students receive individualized support and

instructional strategies as they work to master the content standards, and designing lesson plans that ensure standards alignment.

All teachers 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 DOK levels. 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 are exposed to on state assessments.

In order to support all learners, and specifically our students that are English Learners, CPA uses both an integrated and designated approach to the ELD standards. The integrated approach supports students that are both newcomer and long term English Learners through use of scaffolds and supports. Through both the integrated and designated approaches, CPA teachers use the new ELD standards to design lessons and supports for our English Learners. (See section on English Learners below for more details.)

13. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

CPA trains teachers on effective implementation of technology into the classroom to support the instructional program. To build in the 21st Century skills needed to thrive in college and beyond, CPA's core values include creating students that are literate in computer skills and technology. For this reason, CPA offers a variety of computer sciences instruction starting in 5th grade. Students learn keyboarding, word processing, coding, and programing. Teachers are trained in the most up-to-date strategies and curriculum through the PLTW Gateway program, which offers a variety of tech-based project-based learning experiences for students – all standards-aligned – at each grade level (see detailed curriculum discussion above).

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 Illuminate for benchmark testing and creating classroom and performance task assessments. The illuminate tests are designed to resemble the type of testing students encounter during their annual state CAASPP tests in grades 6-8, and the system 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. As noted above, teachers may adopt a variety of online, interactive curricular programs to facilitate additional differentiation, practice and skills development, particularly for students in need such as ELs. Programs such as Study Island, ST Math, Lexia Reading Core 5 and others may be implemented, based on student needs.

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. CPA has a 1:1 ratio of electronic devices (Chromebooks/iPads).

14. GRADUATION REQUIREMENTS

Not applicable.

15. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

Not applicable.

16. TRANSFERABILITY OF COURSES

Not applicable.

TRANSITIONAL KINDERGARTEN

17. TRANSITIONAL KINDERGARTEN

Not applicable.

ACADEMIC CALENDAR AND SCHEDULES

18. ACADEMIC CALENDAR

CPA follows the LAUSD school calendar as closely as possible, in an effort to accommodate parents who have other children in LAUSD schools. A draft 2020-21 school year calendar is included below.

STEM Preparatory Schools
School Year: August 17, 2020 to June 11, 2021

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19. SAMPLE DAILY SCHEDULES

Grades 5-8 all follow the same bell schedule, as illustrated here:

Mondays

Period	Time	Minutes
1	7:40-8:30	50
2	8:33-9:23	50
Nutrition	9:23-9:43	20
3	9:47-10:37	50
4	10:40-11:30	50
5	11:33-12:23	50
Lunch	12:23-12:53	30
Mentorship	12:57-1:27	30
6	1:31-2:21	50
7	2:24-3:15	50
Total Instructional Minutes		395

Dismissal is 25 minutes later on Mondays to allow for Mentorship.

Tuesdays-Thursdays

Period	Time	Minutes
1	7:40-8:30	50
2	8:33-9:23	50
Nutrition	9:23-9:43	20
3	9:47-10:37	50
4	10:40-11:30	50
5	11:33-12:23	50
Lunch	12:23-12:53	30
6/HR	12:57-1:57	50 +10
7	2:00-2:50	50
Total Instructional Minutes		372

Fridays

Period	Time	Minutes
1	7:40-8:23	43
2	8:26-9:09	43
3	9:12-9:55	43
4	9:58-10:41	43
Lunch	10:41-11:11	30
5	11:14-11:57	43
6	12:00-12:43	43
7	12:38-1:29	43
Total Instructional Minutes		316

Each Friday is an “early dismissal” day so that teachers can have collaborative planning and professional development.

20. INSTRUCTIONAL DAYS AND MINUTES

CPA exceeds the required instructional days and minutes for all grade levels.

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 [Mentorship] Days	Number of Instr. Minutes Per [Mentorship] 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	Yes	113	372	37	316	0	0	32	395	182	54000	66368	12368
6	Yes	113	372	37	316	0	0	32	395	182	54000	66368	12368
7	Yes	113	372	37	316	0	0	32	395	182	54000	66368	12368
8	Yes	113	372	37	316	0	0	32	395	182	54000	66368	12368
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

21. EARLY COLLEGE AND MIDDLE COLLEGE

Not applicable.

PROFESSIONAL DEVELOPMENT

22. PROFESSIONAL DEVELOPMENT

CPA believes in self-directed lifelong learning; as we aspire to instill those values in students, we expect the same commitment from staff. CPA offers a robust ongoing professional development program that ensures that teachers have the skills to deliver the proposed instructional program.

Through our Professional Learning Communities model, teachers discover new and innovative ways to address the common core standards in their classes. Teachers meet as a grade level teams and whole school to develop 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 CA CCSS. Because STEM Prep uses a Professional Learning Community model for professional development, collaboration and data analysis are the core of our meetings.

STEM Prep also uses Project Lead the Way as a means to engage students in our STEM focus. PLTW provides intensive training for Lead Teachers from each school, who in turn train and coach their peers on-site. The focus is on developing an innovative curriculum that enables students to think critically while engaging in STEM focused projects. STEM Prep embeds the strategies learned during the PLTW institute into our school-wide professional development and professional learning community meetings.

Summer Training

CPA holds a two-week mandatory summer training session for teachers who are new to CPA, with 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;
- Planning backwards (McTighe & Wiggins for curriculum mapping); ⁶³
- 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 Lesson Cycle)
- Learning Target Development

Weekly Professional Development Time

CPA 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 leveled practice, creating assessments, student reflections, feedback, and academic discourse.

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.
 - Teacher Leaders/Master Teachers for content-specific trainings;
 - External trainers from the relevant curriculum, as needed;
 - Special education and EL experts
- 1 Hour of Collaboration and Common Planning Time

⁶³ McTighe, J., & Wiggins, G. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

The Principal, CEO, CAO and teachers all collaborate to determine specific topics and sequencing for professional development. On an annual basis, professional development topics include the following:

- Mission and vision of CPA and review of the charter petition
- Review of student achievement data for returning students
- School Operations
- Health & Safety Policies and Procedures
- STEM-themed learning
- Project Lead the Way curriculum and instructional practices
- Differentiating instruction for all learners
- Project-based learning
- Backwards Design, including using data to differentiate instruction
- Integrating technology in the classroom
- Universal Design for Learning
- Literacy instruction: Reader's and Writer's Workshop, reading and writing across the curriculum, ABCs of phonics instruction
- Classroom Management Success
- Meeting the needs of English learners and EL strategies
- Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs
- Teacher evaluation: the evaluation rubric, teacher expectations
- Assessment: standardized tests (CAASPP, ELPAC, etc.), benchmark assessments
- Using student achievement data to differentiate instruction

Common Planning Time

CPA 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. Teachers have the opportunity to meet in their grade-level teams weekly to discuss individual students' progress, interdisciplinary projects, and/or other relevant topics.

Peer Visitation

CPA recognizes that a common challenge identified by many teachers is their feeling of isolation. To prevent this feeling and to provide opportunities for valuable peer observations and learning opportunities that support teachers in developing their craft, CPA 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.

CPA 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 his/her 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. CPA 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 two formal evaluations during the year per teacher, he or she can be expected to visit classrooms informally daily.

23. TEACHER RECRUITMENT

CPA recruits appropriately certified teachers through a variety of sources including word-of-mouth through our current staff and colleagues across Los Angeles, local colleges and universities, EdJoin, Teach For America, and local newspapers. We attract applications from exceptional teachers who reflect the background and experience of our students and have the subject mastery and teaching skill to achieve outstanding academic outcomes.

CPA employs the following selection process for staffing:

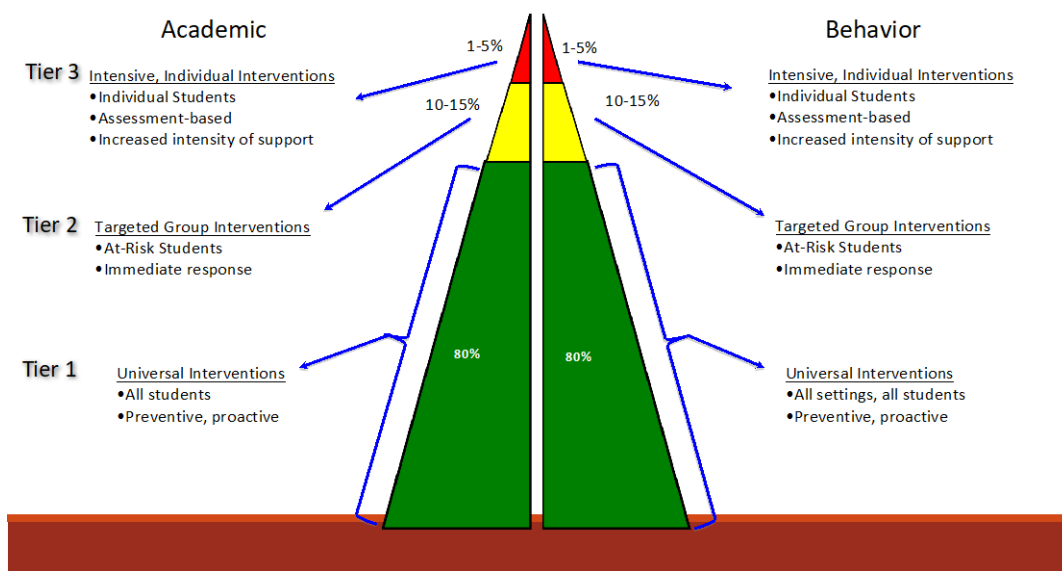
- 1) Create a job application requiring an appropriate certificate or credential and disclosure of criminal records
- 2) Announce opening
- 3) Recruit applicants
- 4) Request resume, references, records of experiences, credentials, licenses, etc.
- 5) Verify previous employment
- 6) Interview candidates
- 7) Observe demonstration class taught by candidates (where possible)
- 8) Select top candidate
- 9) Negotiate salary and sign the candidate

In addition to the professional development and common planning time offered all teachers, described in the preceding section, all teachers new to CPA attend a weeklong professional development along with all other new teachers to STEM Prep Schools. During this time, teachers learn about the STEM Prep instructional model, receive curriculum training, and learn supports to use in the classroom with students with disabilities and students designated as EL. All new teachers receive formal coaching from a school or network leader which includes at minimum biweekly observations with debrief and planning sessions.

MEETING THE NEEDS OF ALL STUDENTS

The Student Support and Progress Team (SSPT) provides a Multi-Tiered System of Support (MTSS) program at CPA. Our MTSS process includes a tiered system of intervention and support for both academic and behavioral needs. As a part of school-wide monitoring, the SSPT identifies students requiring additional supports to raise student achievement; conducts collaborative meetings (i.e., grade level meetings, departmental meetings) to review relevant student data with teachers and provide support; and makes recommendations regarding targeted supports (i.e., school-wide, classroom, and individual interventions).

Designing School-Wide Systems for Student Success



This MTSS incorporates school-wide monitoring, a SSPT referral process, SSPT meeting(s), implementation of interventions, on-going progress monitoring, follow-up meeting(s), and data-based decision making. SSPT members include the Principal or Designee, EL Designee, General Education Teacher(s), Instructional Specialists, and, when appropriate, Parent and Student. The SSPT is responsible for setting up meetings (including a year-long calendar of regularly scheduled meetings), assigning roles and responsibilities, and structuring time relating to the SSPT process.

The SSPT is responsible for monitoring appropriate placement, instruction, support and intervention strategies to ensure appropriate linguistic and academic progress. The SSPT reviews attainment of minimum progress benchmarks for ELs; review the progress of ELs in meeting the reclassification criteria in grades K-12; ensure RFEP students continue to make progress and achieve academic proficiency in all core subject areas based on data, grades, and state test scores after reclassification; review student and school data (at least 4 times per year) to ensure the above is documented and monitored accurately; and, when appropriate, recommend students for reclassification according to district policy.

The SSPT assigns a meeting facilitator, time keeper, recorder, and case manager to oversee each meeting, and delineate clear responsibilities for each role. Meetings are structured in 20-30 minute timeframes: Welcome/Intro (2-3 minutes); Student Strengths (2-3 minutes); Problem Identification (4-5 minutes); Goal Setting (3-4 minutes), Brainstorm and Select Interventions (6-8 minutes); Intervention Plan (8-10 minutes); Summarize/Closure (2-3 minutes). The SSPT maintains all SSPT forms and documents in a binder at the school site for a minimum of five years. The SSPT maintains student specific SSPT forms in the student's cumulative folders.

Intervention providers collect on-going progress monitoring data to make recommendations. If a student is making *sufficient progress*, the student continues to receive this level of support. If a student is *not responding* to the intervention or *is not demonstrating sufficient progress*, an SSPT meeting is initiated. After the SSPT meeting identifies the appropriate implementation of interventions, ideally, all students receive at a minimum, 3 (6-8 week) intervention intervals, with on-going progress monitoring.

The case manager consults with the interventionist/teacher to enhance the efficacy of the intervention. Consultation may include modeling and coaching of instructional strategies and evidence-based approaches, modification of goal(s), and the gathering of progress monitoring data for follow-up SSPT meetings.

Intervention providers document the benchmark data for the individual or group and enter weekly or biweekly progress monitoring results. For students at the Tier II level of support, progress monitoring occurs at least every other week. For students at the Tier III level of support, progress monitoring occurs weekly. Additional data may be collected as appropriate to the student's needs and the intervention activities.

At the conclusion of each intervention interval, and at the Follow-up meeting, the SSPT makes data-based decisions regarding educational needs and next steps based on the progress monitoring data. Data-based decisions might modify the intervention (i.e., instructional strategy, intervention program, goals, grouping, duration and frequency), continue the intervention, adjust the level of tiered support (based on student outcome data), review and consider a Section 504 Plan, or exit the SSPT process and make data-based decisions regarding educational needs and next steps.

Follow up meetings occur 6-8 weeks after intervention implementation and monitoring. These meetings review and document student progress on the Follow-up Meeting Notes, and make recommendations based on student outcome data.

24. ENGLISH LEARNERS

Process for Identifying ELs

Services to English Learners begin with identification. CPA adopts the STEM Prep English Learner Master Plan, designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level CCSS mastery and English-language proficiency.

CPA's process for initial identification and placement of students into an appropriate instructional program ensures that there is consistency in enrollment procedures and placement. The process is consistent with LAUSD and state and federal requirements and is responsive to the educational needs of the student and preferences of the parent/guardian.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no

record of prior ELPAC test results. The ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at CPA. The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School notifies parents of the school's responsibility to conduct ELPAC testing and inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students are monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to

Level	Description
	communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

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

Parents are notified of their child’s ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. CPA uses annual ELPAC and other standardized test data (e.g., CAASPPs), teacher observations, and optional parent input to identify English Learners (EL), determine their English Language Development (ELD) levels, and reclassify EL students as English proficient when appropriate. Annual Assessments for student already identified as EL are administered within the Annual Assessment window.

Educational Program for English Language Acquisition

CPA uses an inclusion model to serve English Learners and ensure all of its teachers are trained in the most effective English Learner instructional strategies, including the research-based Specially Designed Academic Instruction in English (SDAIE) and Sheltered English strategies. 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:⁶⁴

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

⁶⁴ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

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

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

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

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

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

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on the topic. Graphic organizers used might include compare/contrast matrix, flow charts, and cause and effect charts.

Reciprocal Teaching - Two students work together to read a passage in the text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide -- Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

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

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher. Students share their answers within their group and the group

comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit that they feel exemplify important aspects of a particular point. They create a chart listing the quote and explain what they feel the quote illustrates.

Designated ELD is a protected time for ELs to receive ELD instruction based on the 2012 CA ELD standards. Instruction is delivered by an appropriately credentialed teacher. Class size is small (typically 10:1 student to teacher ratio) and additional support is often provided by an instructional aide. The curriculum used in the Designated ELD class is appropriate to the ELD level of the students and may include, Springboard ELD, Keystone Pearson Longman, Amplify, Rosetta Stone for, Reach, Spotlight on English, CKLA Language Studio and Inside the USA. Students receiving designated instruction will receive ELD instruction daily.

CPA employs teachers with CLAD certification and gives preference to those with BCLAD certification. CPA teachers align their teaching to the California English Language Development standards and all staff members are given the LAUSD ELD Handbook as a resource guide for curriculum planning. Best practices and individual student progress discussions are frequent agenda items during the Charter School’s weekly professional development and grade-level meetings. The results of these discussions and teacher input are implemented in the classroom or used as improvement plans for students, specifically English Learners.

The small school size and small class sizes at CPA provide an environment where English Learners receive ample academic support and attention to their individual needs. English Learners can use tutoring time at the end of each regular school day for additional English language acquisition reinforcement. This additional reinforcement takes place through instructor-facilitated language acquisition and literacy development instruction, as well as through individualized computer-based instruction. The CPA team researches the most effective interactive English Language Development software providers for English Learners at the middle school level. Teachers work with the school administrators in creating appropriate and individualized support curriculum once the students are assessed for a baseline.

CPA recognizes that “technology-enhanced programs for English Learners work most effectively when they:

1. Provide interaction, communicative activities, and real audiences.
2. Utilize task-based and problem-solving activities.
3. Provide ‘sheltering techniques’ – ways to make lessons easier to understand – to support language and academic development.
4. Are student-centered and promote student autonomy.
5. Facilitate focused development of English-language skills.
6. Support collaborative learning.
7. Foster understanding and appreciation of the target and native cultures.
8. Provide appropriate feedback and assessment.”⁶⁵

⁶⁵ Excerpted from *Technology and Teaching English Language Learners*, by Mary Ellen Butler-Pascoe and Karin M. Wiburg.

How The Program Will Meet The New State ELD Standards And Use The Results Of The ELPAC to Support and Accelerate Student Progress

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

As guided by the CA ELD Standards, CPA teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC. Our EL Coordinator partners with the classroom teachers to include ELD goals on students' learning plans. Additionally, our EL Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

Provide Proficiency Levels with Meaningful Access For English Learners, Including Instructional Strategies And Intervention

Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction. CPA uses assessment interpretation resources to help teachers and administrators use student results to inform English Learners and their parents or guardians about student progress.

CPA provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teachers' 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. Some of these pedagogical tools include conceptualization through demonstration, media, and manipulatives; metacognitive development through opportunities for reflection, self-assessment, and goal setting; and schema building through projects, compare and contrast, and peer teaching. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. All students identified as ELs participate in dedicated English as a Second Language instruction as one of their elective courses.

EL students also have access to grade-level academic content and practical language development through the multimedia and performing arts program. Through the interpretation of international classics and the creation of new musical, dramatic and computerized works, the EL students find another language to express their thoughts and human experience that can be considered universal.

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

The Board and school leaders annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. CPA has an English Learner Advisory Council (ELAC) comprised of parents of English Learners, who meet quarterly with the Principal (or his/her designee) during the school year to review the EL program and outcomes. In response to the results achieved on these assessments and feedback, CPA identifies program areas of needed improvement. These areas are addressed through professional development both whole school

and by grade-level, and through one to one teacher coaching. As needed, curricular resources used may be revised to best meet student needs. Additionally, individual student needs are identified through the analysis of these assessments and are addressed through targeted intervention.

Process And Specific Criteria For Reclassification

EL student classification uses the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).
(<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge. (California English Language Development Standards, K-12 (Nov. 2012)
(<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>).

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

(<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>)

Both teachers and administration monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The re-designation criteria is as follows:

- ELPAC scores: between levels 3-4
- Benchmark scores for English (reading & language): Average or above
- CAASPP English scores of Meet or Exceeds Standards
- Grades: Grades of A, B, or C in English
- Teacher recommendation
- Parent approval

The EL Coordinator monitors classroom instruction, updates ELD levels in the Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator shares the progress and performance of ELs with the teachers and works with them to make the final decision regarding progression to the next ELD Proficiency Level.

Process for Monitoring Progress of English Learners And Reclassified (RFEP) Students

The EL Coordinator also monitors the progress of students reclassified as Re-designated Fluent English Proficient (RFEP) to ensure that they maintain English proficiency including providing needed scaffolding and support, retests any students who appear not to maintain proficiency, and reclassify these students as ELs once again if indicated by the school's criteria. As required by ESSA, RFEP students are monitored for two years following reclassification.

Process for monitoring progress and supports for Long Term English Learners (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for six years or more, have remained at the same English language proficiency level for two or more consecutive prior years, or have regressed to a lower English language proficiency level, and, for students in grades 6-9, have scored Far Below Basic or Below Basic (or new equivalent) on the state testing in ELA. (Cal. Ed. Code § 313.1) STEM Prep Schools have extensive experience in working with LTEL students as we enroll several each year at both CPA and MSCP who have not been reclassified at their previous schools. Ensuring these students receive the support they need to become English-proficient and achieve reclassification is current priority for STEM Prep Schools as we work to achieve success with this challenging population. Teachers are provided targeted professional development on the root causes of At-Risk English Learner and LTEL status, include teacher understanding of the unique challenges for both subgroups and how to support them in the core classes, including strategies to develop their academic language. Strategies include:

Universal Sentence Stems: Development and use of universal sentence stems in all classes to support LTELs and At Risk ELs in writing and speaking.

ELPAC Readiness: Use of the ELPAC practice test and review stations to prepare for ELPAC testing for all ELs, At Risk ELs and LTELs.

CPA closely monitors each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. The Chief Academic Officer monitors the progress of all At-Risk and LTEL students. The EL Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. CPA will continue to prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents are made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

25. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

CPA will meet the needs of those students achieving substantially above grade level in a number of ways. CPA will use its beginning of the year diagnostic exams that are administered to all new students

as a measure of whether a student is achieving substantially above grade level. Students identified as potentially gifted may be referred for additional evaluation. Teachers, administrators and parents may request an assessment. CPA will administer the Otis-Lennon School Ability Test (OLSAT) to students for potential gifted designation. Ultimately, the Principal, in consultation with teachers, review a variety of data and then determines GATE designation. Parents are notified both in writing and in an in-person meeting about the designation and ways in which they can support their child's learning. The principal serves as the on-site designee regarding any GATE designation and programs.

In terms of specific strategies to meet the needs of these high-achieving students, CPA's differentiated approach to instruction will be a tremendous benefit. Teachers work with the school administrators in creating appropriate differentiation of the core curriculum within each classroom once the students are assessed for a baseline, including increased depth and complexity for these students through project-based work and more complex and challenging assignments. 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. Gifted students will be challenged to investigate, use problem-based learning, and research to master content more deeply. 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. The principal will monitor student achievement data about GATE students, both as a group and individually, as is done for all students, to ensure the program is meeting students' individual needs.

26. STUDENTS ACHIEVING BELOW GRADE LEVEL

Progress of all CPA students is reviewed throughout the year and includes both formative and summative student assessment scores and teacher evaluations. In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, the following takes place:

1. Parents are informed of the student's academic standing within one week of identification.
2. Within three weeks of identification, a conference is scheduled with the SSPT and, where feasible, the student and his/her parent(s) to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
3. The student receives supplemental support services during Study Skills and Academic Support elective time. In the areas where the student is struggling most, one-to-one instruction is offered by the classroom teacher and/or Instructional Aide.
4. The student is enrolled in a remediation program to accelerate learning. Teachers will provide remedial tutoring through individualized and/or small group assistance as well as after school.

CPA staff will monitor student progress of those students substantially below grade level in the same way it monitors student progress for all of the school's students – captured in students' individual action plans, which are online and updated regularly. The plans are reviewed regularly by teachers during collaboration and PD time, and include key progress information, such as:

- standardized test scores;
- individual class assessment scores (formative and summative);
- specific academic interventions used or in process;
- student goals;

- teacher comments

Parents have access, as previously mentioned, to their children's plan, which serve as key tools to engage parents in focused conversations around their children's progress and goals. Every student's classroom teacher serves as the primary liaison for communication with that student's parent for these discussions.

Staff Meeting Time for Discussing Individual Student Progress

Approximately one hour out of the 2-hour weekly professional development time on Early Dismissal days is spent discussing individual student progress among teachers. This meeting time serves as a basis to update the plans for students receiving additional supports and to highlight the strategies that have been successful with individual students, including special education students, versus those that have been less successful.

27. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

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

The majority of our 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, CPA 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. 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, CPA provides families with information on where to receive free or reduced medical, vision, dental, and mental health care. Upon enrollment, CPA parents will be provided with applications for reduced bus passes and enrollment forms for students to participate in our after-school program. CPA will offer an extensive after-school program 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 based on student interest, such as gardening, sports, arts and more. There are no fees associated with our after-school program and students that participate receive free dinner.

In the event that students' socioeconomic status prevents them from accessing recreational reading materials or technology at home, CPA 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 CPA parent outreach efforts cater to parents who work multiple jobs and whose schedules are full.

STUDENTS WITH DISABILITIES

See District Required Language at start of Element 1.

28. STUDENTS IN OTHER SUBGROUPS

CPA will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources.

CPA 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 school may receive poor grades, have difficulty understanding the content, and often do not complete assignments. These students can be referred to the Student Support and Progress Team (SSPT) 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.

CPA will identify homeless youth through the enrollment forms families complete when enrolling in our school. Other ways CPA will 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 will inform them of their rights under the McKinney-Vento Act. CPA will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

CPA 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 CPA 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. Continued support is provided to students based on their performance on each indicator.

A TYPICAL DAY

29. DESCRIPTION OF A TYPICAL DAY

A typical day at CPA starts as students arrive at school for breakfast and play on the yard before school starts. As students line up and walk into their classrooms, they are greeted warmly by their teachers. Each classroom is clean and well-kept, with word walls and examples of student work posted on the walls. Students learn to take care of their own work folders for different subjects and take care of the supplies and equipment in the class, helping clean up and set up as transitions are made to new activities. Every classroom has a college's name posted above the door to represent where the teacher attended college.

Across all grade levels, students are active in their learning, with hands-on activities and peer collaboration built in across every subject and every day. Students participate in animated discussions and take turns presenting their ideas and answers during whole class discussions and smaller group activities. Students learn how to listen and respect each other's ideas and perspectives, ensuring every student in the classroom feels confident to express his/her ideas in class.

Teachers work in small groups and one-on-one with students within in each structured time block. This includes mini-lessons, cooperative learning, inquiry-based learning, stations, and many other effective teaching and learning strategies. All pedagogy results in students using critical-thinking skills to apply the day's lesson objective. Teachers use constant formative assessment, data collection, and checking for understanding to drive the instruction and differentiate learning. School administrators and/or mentor teachers visit each classroom to help coach teachers; these observations help drive weekly collaborative planning and professional development time.

Through a daily reading practice, students are asked to work with a grade level text numerous times in order to improve fluency, develop vocabulary, and improve analysis skills. This Autonomous Reading Practice provides students with independent work time while allowing teachers to provide individualized instruction and assessment to small groups. Through teacher-led examinations of complex texts one to two levels above grade level, students are asked to read a text multiple times in order to unpack multiple layers of meaning and express that meaning through writing. Text examinations allow teachers to model and students to practice the thought processes and reading habits of successful, independent readers.

High-quality discussions also support student learning of mathematics by helping students learn how to communicate their ideas, making students' thinking public so it can be guided in mathematically sound directions, and encouraging students to evaluate their own and each other's mathematical ideas.

Teachers also take time throughout the day to spend time one-on-one with students and review their progress. Students learn to track their own progress and growth and reflect on their own learning. Lesson objectives are clearly stated and written on the board so that students understand what they are expected to know and learn. Throughout the day, students work together, serving as both mentor and protégé, leader and team member. They learn to support one another and recognize that each of their peers has different talents and contributions to make to the classroom. English Learners benefit from these peer interactions and acquire language skills through these interactions.

Each day, EL students work in small groups across different classrooms and grade levels, grouped by English-fluency level, with teachers, resource specialists, and aides, receiving targeted EL instruction that helps them both pre-learn language for upcoming lessons as well as receive help with content from earlier in the day. During this time, other students work in small groups and individually on literacy skills, based on their individual reading levels (including leveled reader books that are sorted and available in the classroom so that children can independently choose from a selection of books appropriate for their ability).

Students receive alternate instruction in physical education and intervention which is tailored to their specific needs. Technology is infused throughout the day, with students using laptops to research, write, create and present with and to their peers. A supervision mid-morning nutrition break and a healthy hot lunch at mid-day ensure students are ready to focus on more learning each afternoon.

Teachers continuously collaborate with one another. The master schedule has been purposefully developed to provide time for teachers to collaborate within their content areas and to differentiate lessons for different students. The Principal, Instructional Coaches and Directors, and peer teachers regularly come in to observe and provide coaching; this information is then used during weekly professional development and collaborative planning time on Fridays.

Overall, throughout the learning environment at CPA, curiosity is sparked, all students are respected and known well by the adults, and teachers are true professionals. At the end of the day, staff head home from CPA knowing that the students will graduate prepared to succeed in high school, college and the 21st century workplace.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

CPA accomplishes its educational mission through clear expectations and an intensive focus on students meeting standards in English/language arts, science, math, history/social sciences, with a focus on STEM-related learning. The program also includes PE and the arts. CPA uses various forms of assessment to measure student knowledge, student achievement, and student progress towards becoming “educated persons in the 21st century.” Students are assessed regularly from the time they enter the school through matriculation, in order for teachers 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.

Benchmarks tests designed by the instructional Directors using questions from the Illuminate Item Bank matched with the CAASPP blueprints 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 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.

STEM Prep also uses the following tools to measure student progress to ensure each student is mastering state content standards and meeting our expectation of continued growth:

- Diagnostic Testing: In addition to reviewing existing student data from previous years/schools (where available), all new students at all grade levels are given diagnostic tests in the first weeks of school for Math (Illuminate FASTBridge) and English (Illuminate Reading). These results better enable the teachers to set individualized intervention programs for the students at the beginning of the year and ensure proper lesson planning and differentiation for each student. ***Annually***
- English Learner Progress: Students who have been identified as English Learners (and have not yet been redesignated) or students who have been identified as speaking a language other than English (and have not yet been identified as English Learners) are given the ELPAC. ***Annually***
- State-Required Tests: All state required tests for applicable grade levels including CAASPPs (ELA, Math), California Science Test (CAST), California Alternative Assessment (CAA), Physical Fitness Test (PFT) and ELPAC (for English Language Learners). ***Annually***
- Traditional Classroom Assessments: Quizzes, essays, projects and presentations (publisher and teacher-designed). ***Some Weekly, Some Monthly***
- Formal Interim Assessments: Common standards-based formative assessments including Illuminate, aligned to standards, for each major academic content area. ***Beginning, Mid-Year and End-of-Year.***

DATA ANALYSIS AND REPORTING

CPA downloads results of various assessments into the Illuminate data and assessments system, also used by our two other schools. This data is readily available to parents, teachers, and students.

Downloading comes in the form of automatic population from digitalized tests, or user-entered data from classroom assessments. Illuminate 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, subgroups, grade levels or a student body as a whole. School leaders, including the CAO, monitor student achievement data for teacher coaching and development, including determining professional development needs. The Principal reviews student achievement data with teachers quarterly. This data is compiled and key findings are brought before the staff and board during professional development time and board meetings, respectively. Data is a key component in annual goal setting and resource allocation as part of the annual LCAP process, as well as individual teacher goals for the year.

CPA staff uses data to both drive classroom instruction and program individualized supplemental work for students. Through PDs on a continuing, weekly basis, teachers review data and collaboratively plan differentiation and interventions for students. This use of data is both a core value and common practice at CPA. CPA 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.

CPA 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. Only after mastery, the student is allowed to progress through his/her personalized learning plan.

The Principal regularly reports on and distributes information about CPA's progress to the school community and interested members of the community through the school's newspaper, website, notices sent home, published reports and meetings, including, but not limited to:

- Summary data showing student progress toward the school's goals and outcomes from assessment instruments and techniques as described in this section
- A summary of major decisions and policies established or changed by the Board during the year
- Summary data from an annual parent satisfaction survey
- A summary of major accomplishments by the school community, including fundraising efforts, student activities, performances and achievements, community partnerships and more
- Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Progress Reporting

Student progress reports and report cards are an important record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Because of CPA'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.

The school also provides a variety of opportunities for parents and teachers to meet and discuss student progress. The annual School Accountability Report Card (SARC) is prepared each year by February 1 as required, and posted to the school's website. The Board also holds an annual "State of the School" meeting every November, at a time and place that is convenient for all staff, parents, and students to attend. At this meeting, the Board reviews its own performance and measures the school's progress toward stated goals.

Overall student achievement data as well as subgroup data are included in the SARC. Discussion of individual student progress occurs on a formal basis through scheduled parent conference days, as well as on an "as needed" basis throughout the school year.

Grading

STEM Prep Continuous Learning Tip Sheet

What is it? STEM Prep implements 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.

Policy:

- Students are assigned a level on a 4 Point Rubric (1-4)
 - 1 = Below basic level of understanding
 - 2 = Basic level of understanding
 - 3 = Proficient level of understanding
 - 4 = Advanced level of understanding
- Levels represent student knowledge on individual Learning Targets and are therefore not:
 - Averaged
 - A percentage of how many questions answered correctly
 - Written as fractions or decimals
- Individual learning targets are used as assignment titles in gradebook
- Learning Targets are Not Weighted Differently
 - Essential Learning Targets should be taught and assessed more often
 - All learning targets have a weight of 1
- Teachers are encouraged to log student scores and progression through learning logs and tracking logs
- All levels should reflect the most recent assessment
 - Continuously replace levels as new assessments are spiraled or administered throughout the semester
 - If students score lower, re-teach and reassess

- Zero Policy
 - o Scores of zero can be entered as temporary grades for missing assessments
 - o Scores of zero must be replaced prior to the semester grade
- Practice
 - o Provided to students in place of homework
 - o Meant to help students master specific learning targets
 - o Differentiated and based on student needs (leveled)

Promotion and Retention

CPA believes that students must have demonstrated the ability to progress academically in order to be advanced to the next grade in school. When teachers and administrators have doubts about a student's ability to be successful if promoted, retention may be an appropriate option. The value of retention decreases with each year a student attends school. Retention is considered only after all other options have been exhausted.

1. The decision to retain:
 - a. Shall be discussed with the parents or guardians by SSPT in March;
 - b. After two SSPT meetings where all possible accommodations have been provided and special education is ruled out.
2. The retention conference:
 - a. Includes the following participants: classroom teacher; principal; special programs staff, where appropriate, and parents or guardians;
 - b. Written approval is given by the parent or guardians;
 - c. Establishes instructional goals for the student for the following school year.
3. The following considerations are used in the decision as to whether or not to retain a student:
 - a. Age - The student whose birth date falls on the last half of the calendar year (July through November) is in the younger half of the class and would be more likely to benefit from adding a year to his/her education;
 - b. Academic Performance - The faster learner should not usually need to repeat a grade in order to catch up with academic work if proper motivation and assistance are given. The slower learner will probably continue to achieve below grade placement and retention will not alleviate this discrepancy. It is probably the student in the middle ranges of intellectual ability who has the best chance of profiting from retention.
 - c. Size - The early maturing student, already larger than peers, might be uncomfortable if placed in a group with smaller students;
 - d. Peer Relationships - Is the student a part of the community/neighborhood group with which there is close identification? Would the placement in another grade affect feelings as far as peers are concerned?
 - e. Parent or Guardian Involvement - The parent or guardian must be involved in the proposed move. If the retention is not supported by parents or guardians, it may reflect in the entire family relationship and affect the student's attitude toward school. If the parents or guardians approve, the student's chances for success are greater.
 - f. Student's Attitude - Ideally, the student should take part in the decision. Student should be able to withstand the adjustments that may accompany the new situation.
 - g. Attendance—Frequent absences may contribute to a decision to retain.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁶⁶

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

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

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

⁶⁶The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

CPA is a direct-funded, independent charter school operated by STEM Preparatory Schools, Inc. (STEM Prep Inc.), a California Non-Profit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS.⁶⁷ The Charter School is governed by STEM Prep Inc.'s Board of Directors ("Board" or "Board of Directors") in accordance with the Board's adopted corporate bylaws, which shall be consistent with the terms of this charter.

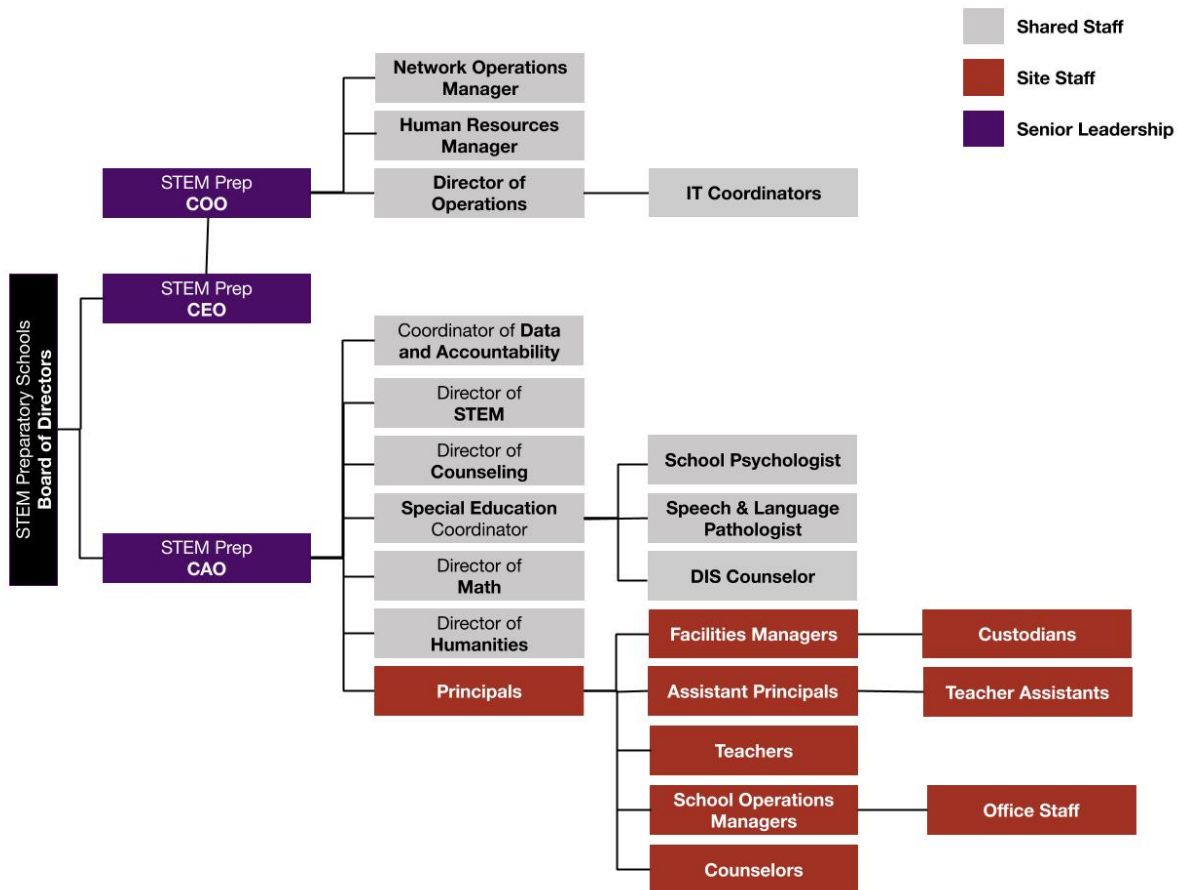
The Charter School shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School.

CPA is governed by the STEM Prep Inc.'s Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

⁶⁷ On or about February 18, 2016, the California Secretary of State approved a corporate name change.

1. ORGANIZATIONAL CHART

A detailed Organizational Chart is included below.



2. MAJOR ROLES AND RESPONSIBILITIES

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School. It maintains active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

- Hire and evaluate the CEO.
- Hire, promote, discipline and dismiss all employees of CPA after consideration of a recommendation by the CEO.
- Approve all contractual agreements and purchases over \$100,000.
- Approve and monitor the implementation of general policies of CPA.
- Approve and monitor CPA's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of CPA and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly review progress of both student and staff performance.

- Develop, review, or revise CPA's accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Appoint an Administrative Panel to hold a hearing and make a decision on recommended student expulsions
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- 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 CPA is established.

The STEM Prep Inc. Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities through 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 serves as the key member of STEM Prep's senior leadership team, working with other members of the senior leadership team (CAO and COO) to establish organizational priorities, goals, culture, and core values, support the instructional vision, and ensure that they are implemented effectively at school sites. The CEO reports directly to the STEM Prep board of directors. The CEO serves as primary facilitator of the Board's oversight of the school, and ensuring the mission and vision of the school are realized.

Chief Academic Officer (CAO)

The CAO is as a member of the senior 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 annual performance evaluations of principals and academic team leaders.

Chief Operating Officer (COO)

The COO is as a member of the senior leadership team that sets and oversees the strategy and implementation of all non-instructional operation functions for STEM Prep schools. The COO manages operations including compliance, human resources, facilities, technology, communication, finance, governance, risk management, and student data. The COO completes annual performance evaluations of operational staff.

Principal

The Principal serves as the operational and educational leader of the charter school, responsible for implementing programs, policies and procedures to realize CPA'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

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.

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 the corporation's annual meeting of the Board of Directors. Each Director will be elected to hold office for the term of two (2) years and until a successor Director has been designated and qualified and may be reelected for unlimited terms.

In addition, the District may choose to appoint a single member to the Board.

GOVERNANCE PROCEDURES AND OPERATIONS

All acts or decisions of the Board of Directors are majority vote based upon the presence of a quorum. A majority of Directors then in office shall constitute a quorum for the transaction of business.

All Board meetings are conducted in accordance with the Brown Act and any additional requirements under Education Code § 47604.1, as added by Senate Bill 126 (2019). The Board of Directors shall set aside one meeting, 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 in July of each year, at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Board Committees include: Audit, Facilities, and Curriculum & Instruction.

For so long as STEM Prep operates one or more charter schools located within Los Angeles County, meetings of the Board of Directors, including annual meetings, shall be held within the physical boundaries of Los Angeles County and a two-way teleconference location will be established at each school site. Currently, the STEM Prep Board meets bi-monthly at 3200 W Adams Blvd., Los Angeles, CA 90018. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas are posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school.

In accordance with the Brown Act, special meetings of the Board of Directors shall 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.

A Director may abstain from voting, and abstentions are recorded in the meeting minutes. Unless prohibited by the Political Reform Act or other applicable law, an abstaining Director is still counted towards quorum.

Directors may participate in meetings via teleconference so long as STEM Prep complies with the teleconference requirements in the Brown Act.

STAKEHOLDER INVOLVEMENT

PARENT PARTICIPATION

CPA values the input and involvement of all stakeholders, and believes in frequent home-school communications. One method of facilitating home-school communication is the CPA website, which is updated regularly with announcements about activities, schedules and other CPA news.

School Site Council

In accordance with State regulations for receiving supplemental funding, CPA has formed a school site council ("SSC"). The school site council 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 the school Principal, four classroom teachers, one other staff member, and six parents, each elected by their constituent groups. The SSC reports to the Board of Directors and the CEO. The school site council meets quarterly.

English Learner Advisory Council (ELAC)

CPA has an ELAC comprised of parents of English Learners, who meet quarterly with the Principal (or his/her designee) during the school year to review the EL program and outcomes. These parents provide helpful input on the success of our EL strategies and ways to further engage families of children who are ELs in the programs at CPA.

Parent participation plays a vital role in the effectiveness and quality of our program. Parents are encouraged (but never required) to volunteer at Charter School events and fundraise for scholarships, facilities improvements, staff appreciation events, and other activities. We encourage parents to maintain and grow the existing parent groups.

The Principal or designee 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 participate in volunteer opportunities. We inform parents that there is no hour requirement during orientation and subsequent parent meetings and workshops.

Each year, the School Principal 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.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

EMPLOYEE POSITIONS AND QUALIFICATIONS

As demonstrated in STEM Prep’s Organizational Chart (Element 4), school-specific positions fall into two functional categories: education and operations. STEM Prep seeks to hire staff possessing a commitment to the mission and vision of the school. Employees’ job descriptions and work schedules are reviewed and modified as necessary to meet the needs of STEM Prep and its students.

CMO STAFF

Chief Executive Officer

Responsibilities:

Strategic Planning

- Work with the Board of Directors and Instructional Leaders to develop a strategic plan to develop STEM Prep 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 is to support/lead the operations, finance and academic performance work described below

Culture Development

- Preserve and promote STEM Prep’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 STEM Prep
- Represent STEM Prep in District 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 STEM Prep schools 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)
- Experience in urban and/or charter school operations experience

Preferred Qualifications:

- Experience running or operating in a charter school or extensive knowledge of charter schools
- Experience with financial planning, policy development, budgeting, audits, and accounting
- Experience working with urban schools and engaging residents of urban communities

Chief Academic Officer

Responsibilities:

Managerial Leadership and Team Development

- Build a strong, cohesive team culture that reflects STEM Prep 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 written, speaking, and organizational skills with experience interacting with a broad range of stakeholders

Preferred Qualifications:

- 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

Director of STEM

Responsibilities:

- Provides direction and leadership in the development of a comprehensive STEM curriculum for all STEM Prep schools
- Oversees the development and enhancement of the STEM curriculum for instructional programs and collaborates with teachers and administration in the development and maintenance of the STEM curriculum
- Promotes effective instructional practices and communication that support high levels of instruction through the use of research-based data driven best practices, effective classroom consultation, and program evaluation
- Monitors school system data to determine trends and in turn develops and implements the most effective strategies for meeting and exceeding state and national student achievement goals
- Leads a process for the evaluation, selection, and acquisition of instructional materials, supplies, equipment and textbooks to support the STEM curriculum
- Assists administrators and teachers in evaluating and improving classroom instruction in the STEM programs
- Assists in the development of a proposed annual budget relating to curriculum development and the instructional materials needs of all STEM Prep schools

- Assists in reviewing and evaluating results of testing programs and recommends appropriate modifications to the STEM curriculum
- Assists in the planning and development of school-wide instructional in-service programs for teachers, aides, and parent volunteers to assist in raising the level of instructional performance and student achievement in the STEM programs
- Manages and coordinates professional development training for STEM teachers
- Prepares narrative and statistical reports regarding the STEM programs and provides support to administrators and teachers in data-driven decision making to improve student achievement

Required Qualifications:

- Master's Degree in Mathematics, Science, or Education required
- Must hold or be eligible for California Teaching Credential in the areas of Mathematics, or Science
- Supervisory and/or administrative experience and classroom teaching experience required

Preferred Qualifications:

- Experience preparing grant applications and reports
- Experience supporting administrators and teachers in data-driven decision-making as it relates to student achievement in STEM
- Experience reviewing and evaluating results of testing programs and recommending appropriate modifications to the STEM curriculum

SPED Coordinator

Responsibilities:

- Oversees the special education services of STEM Prep.
- Assists in preparing and administering the special education budget complying with all federal mandates related to appropriate use of those funds.
- Collaborates with teachers, principals, parents/guardians, and other school personnel in sharing information about students, consistent with legal requirements, and recommends appropriate interventions for students in need of support services.
- Directs case management services for students including the identification, follow-up, and individualized educational plans of students with disabilities.
- Gathers statistical data required in planning the educational programs for students with disabilities.
- Directs the planning and implementation of the system-wide testing program as related to special education.
- Assumes responsibility for the accuracy, validity, and interpretation of assessment results as related to special education eligibility determination.
- Monitors the student record system to ensure that appropriate information is kept current in student cumulative record folders as related to special education.
- Oversees the placement of individual students with special needs in those educational situations best suited to their needs.
- Ensures the implementation of state and federal regulations related to special education policies and procedures
- Participates in the recruitment, screening, assignment, evaluation, and training of special education and pupil services staff members.

- Conducts in-service sessions and training and development programs for staff members on topics related to special education and pupil services.
- Assumes responsibility for own professional development; for keeping current with the literature, new research findings, and improved techniques in specialized areas; and for attending appropriate professional meetings.
- Coordinates referrals to school and community resources.
- Explains and interprets special education-related policies and procedures to students, staff, and the community.
- Establishes effective liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents/guardians, and serves as the referral agent to those offices and agencies.
- Reporting related to the education of students with disabilities.
- Collaborates with office staff regarding data necessary for reimbursement of funds, special grant opportunities related to educating students with disabilities

Required Qualifications:

- Valid California teaching/administrative credential as required by the State of California.
- Public school and/or charter school experience in at least one area of special education.
- 2 years of teaching experience

Preferred Qualifications:

- Master's degree
- Experience providing students across range of grade levels with special education services
- Experience in the recruitment, screening, assignment, evaluation, and training of special education and pupil services staff members.
- Autism Spectrum Added Authorization

Director of Mathematics

Responsibilities:

- Develop and innovate the teaching of Mathematics at STEM Prep schools
- Ensure all teaching of Mathematics is differentiated to meet the needs of all students
- Promote Mathematics through encouraging risk taking, challenge and problem solving
- Monitor the progress of students and establish intervention strategies as necessary
- Ensure that teachers and staff understand and make effective use of data to track student performance in order to raise Mathematics achievement
- Quality assure and develop the teaching and learning of Mathematics across STEM Prep
- Develop the Mathematics curriculum across STEM Prep
- Develop the STEM Prep ethos within the Mathematics department
- Review, revise and develop Mathematics assessment procedures
- Develop appropriate training to the Mathematics teachers and staff

Required Qualifications:

- Master's Degree in Mathematics
- Must hold or be eligible for California Teaching Credential in the areas of Mathematics
- Supervisory and/or administrative experience and classroom teaching experience required

Preferred Qualifications

- Outstanding leadership and management skills, particularly as it relates to promoting collaboration and goal setting
- Entrepreneurial spirit, flexibility, and demonstrated success in building a program or department

Director of Operations

The Director of Operations serves as a key member of STEM Prep's home office team, supporting the home office and schools in a variety of operational areas and ensuring that schools operate efficiently and effectively. He/she reports to the Chief Operating Officer.

Responsibilities:

- Oversee IT systems, ensuring that hardware, software, tech security, and tech policies and procedures are effective and supportive of the schools' instructional programs
- Manage home office-based Tech Coordinators to ensure that schools and staff members receive high quality tech support
- Develop and oversee systems for student safety and risk management
- Lead cross-functional special projects for the organization as needs arise
- Support operations managers
- Oversee information technology and logistical systems required for testing
- Support with board agenda development as needed
- Oversee STEM Prep's governance and legal structures, and make recommendations for revisions when the need arises
- Property/facilities compliance with the City's Conditional Use Permits (CUP)

Required Qualifications

- Candidates must have a Bachelor's degree (an MBA, MPA, or other relevant advanced certification preferred)
- Experience in urban and/or charter school operations experience a plus

Preferred Qualifications

- MBA, MPA, or other relevant advanced certification preferred
- Experience in urban and/or charter school operations experience a plus

Network Operations Manager

The Network Operations Manager serves as a key member of STEM Prep's home office team, supporting the home office and schools in a variety of operational areas and ensuring that schools operate efficiently and effectively. He/she reports to the Chief Operating Officer.

Responsibilities:

- General support of school offices, including coaching and training staff on procedures and policies, building capacity at school sites, and supporting the COO in implementing priorities at schools.
- School Nutrition Programs and Child Adult Care Food Program Lead, including ownership of all meal eligibility and count/claim data, supporting schools in reducing waste, and compliance with all program requirements.
- Serve as the operations lead for the central STEM Prep team, including being the first point of contact for visitors and phone calls; provide general information about the organization

- Coordinate and provide logistical support for STEM Prep-wide professional development, such as ordering food and ensuring rooms are set up

Required Qualifications

- Candidates must have 3+ years of experience managing school-based front office

Preferred Qualifications

- 5+ years of experience managing school-based front office
- Experience in urban and/or charter school operations experience a plus

Human Resources Manager

The Human Resources Manager serves as a member of STEM Prep's leadership team, working with other leaders to establish organizational priorities, goals, culture, and core values, support the instructional vision, and ensure that they are implemented effectively at school sites. The Human Resources Manager reports to the Chief Operating Officer.

Responsibilities:

- Maintain and implement payroll systems; monitor and schedule individual pay actions; recommend, plan, and implement pay structure revisions.
- Maintain employee benefits programs and inform employees of benefits by studying and assessing benefit needs and trends; recommend benefits programs to management; direct the processing of benefits claims; conduct educational programs and tutorials on benefits programs for employees.
- Maintain management guidelines by preparing, updating, and recommending human resource policies and procedures.
- Maintain historical human resource records by designing a filing and retrieval system; keeping past and current records.
- Develop and oversee control systems to prevent or deal with violations of legal guidelines and internal policies.
- Evaluate the efficiency of controls and improve them continuously.
- Revise procedures, reports etc. periodically to identify hidden risks or non-conformity issues.
- Collaborate with COO to monitor enforcement of legal guidelines and internal policies.
- Prepare reports for senior management and external regulatory bodies as appropriate.

Qualifications:

- High School Diploma, preferably an AA
- Experience in the administration of benefits and compensation programs.

Preferred Qualifications

- Preferably an AA or BA in Human Resources
- Experience applying general knowledge of various employment laws and practices within the school environment
- Evidence of the practice of a high level of confidentiality
- Ability to adapt and align on school-related initiatives
- Demonstrated success in tracking and maintain data on existing human resource systems and procedures

- Broad knowledge and experience in employment law, compensation, employee relations, safety, and training and development
- Experience with credential compliance

Director of Humanities

Responsibilities

- Contribute to the development of organizational goals consistent with STEM Prep's mission and core values
- Provide direction and leadership in the development of a comprehensive humanities curriculum for all STEM Prep schools
- Oversee development and constant improvement of humanities curriculum
- Monitor humanities achievement data to determine trends
- Lead selection process for humanities instructional materials
- Assist administrators and teachers in overseeing and improving classroom instruction in humanities
- Support administrators by planning and executing schoolwide instructional professional development as it relates to humanities
- Support administrators and teachers in data-driven decision-making as it relates to student achievement in humanities
- Support in the creation and administration of internal benchmark assessments
- Analyze assessment results and make recommendations regarding curriculum modifications as needed
- Support administrators and teachers with analysis of statewide and internal assessments
- Identify appropriate assessment materials or develop them as needed
- Coach teachers and/or teacher-leaders as needed
- Participate in the selection of STEM Prep team members

Required Qualifications

- Master's Degree in English, History or related field required
- Must hold or be eligible for California Teaching Credential in the areas of English or History
- Supervisory and/or administrative experience and classroom teaching experience

Preferred Qualifications

- Outstanding leadership and management skills, particularly as it relates to promoting collaboration and goal setting
- Entrepreneurial spirit, flexibility, and demonstrated success in building a program or department

Director of Counseling

Responsibilities:

- Developing a TK-12 scope and sequence leading to college readiness
- Seek and share up to date information and best practices regarding college admissions, financial aid, career development
- Overseeing site based counselors, participate in admin/counselor meetings, liaise between sites Naviance implementation
- Maintenance of CollegeBoard AP Course Audit & UC A-G Course Management Portal

- Work with site based counselors to implement STEM programming
- Vet and share opportunities: scholarships, enrichment, community service, etc.
- Oversee efforts to facilitate matriculation of students between schools within the STEM Prep network
- Provide professional development to counselors (and staff as needed)
- Build school counseling department network-wide
- Ensure college counseling & parent workshop implementation

Required Qualifications

- Master's Degree in School Counseling or related field required
- Must hold or be eligible for California Pupil Personnel Services Credential
- School counseling experience

Preferred Qualifications

- Bilingual/Spanish skills preferred
- 4+ years full-time high school counseling experience
- 4+ years college-prep counseling experience
- Demonstrated success working with students from educationally underserved areas

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 CPA'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 CPA 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, including subgroup progress (EL, SpEd, GATE, FRPL, race/ethnicity)

Required Qualifications:

- Professional Administrative Services Credential and/or Master's Degree in Education 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

Preferred Qualifications:

- 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 CPA'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 CPA's mission and values

Preferred Qualifications:

- 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

Teachers

Teachers are selected based on their skill with student-centric pedagogy, references, degree of grade-level content expertise, and their ability to demonstrate exceptional classroom practice.

Responsibilities:

- Ensure mastery in core subject areas for all learners
- Develop and implement a rigorous, high-quality curriculum that is aligned with the California State Standards (and/or Common Core Standards as they evolve)
- Provide continual assessment of student progress and maintain records
- Continually evaluate instructional performance to meet the needs of the students
- Provide an effective environment that reflects and facilitates the academic program
- Routinely utilize instructional technology and optimize its instructional value
- Initiate and maintain open communication with parents and community members
- Maintain regular, punctual attendance

Required Qualifications:

CPA teachers shall meet or exceed all federal and state requirements as applicable. Accordingly, a teacher of core academic subjects must have:

- A state single-subject or multi-subject credential (as appropriate) or have an Intern Credential for no more than three years while actively working toward completion of their state credential, and demonstrated expertise; SpEd teachers must possess an appropriate Special Ed credential
- BA or BS (as appropriate) degree
- Understanding of subjects/grade levels assigned
- Knowledge of curriculum and instruction
- Demonstrated success with similar populations

Preferred Qualifications:

- Demonstrated success working with students from educationally underserved areas
- Experience integrating instructional technology and optimizing its instructional value

Assistant Teachers

Assistant Teachers are selected based on their emerging skills with student-centric pedagogy, references, degree of grade-level content expertise, and their ability to demonstrate exceptional classroom practice.

Responsibilities:

- Assist the teacher to ensure mastery in all core subject areas for all learners
- Provide individual and small group assessment of student progress
- Provide an effective environment that reflects and facilitates the academic program
- Routinely utilize instructional technology and optimize its instructional value
- Initiate and maintain open communication with parents and community members
- Maintain regular, punctual attendance

Required Qualifications:

- Minimum of an AA degree
- Understanding of subjects assigned
- Basic knowledge of curriculum and instruction
- Demonstrated success with similar populations

Preferred Qualifications:

- BA or BS (or higher) highly desired
- Can demonstrate progress towards obtaining a teaching credential

Counselor

The School Counselor works 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
- Provide DIS counseling for students with IEPs

Required Qualifications:

- Valid Pupil Personnel Services credential
- Two or more years of prior counseling experience strongly preferred
- Bilingual/Spanish skills preferred
- Proficiency with technology
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- 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:

- Bilingual/Spanish skills preferred
- 1+ years full-time high school counseling experience
- 1+ years college-prep counseling experience
- Demonstrated success working with students from educationally underserved areas

School Operations Manager

The School Operations Manager supports the day-to-day financial and operational activities of CPA. S/he has 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 preferred
- Bachelor's degree
- Experience managing charter school operations preferred
- Demonstrated ability to think strategically, anticipating future outcomes and events, then incorporate them into thoughtful solutions
- Prior school or non-profit work or volunteer 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

Preferred Qualifications:

- Certification/training in school-based cleaning and facilities management

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

1. CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Human Resources Manager (HRM) serves as STEM Prep's Custodian of Records.

2. STUDENT HEALTH AND WELLNESS

CPA is committed to providing a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity. All students have opportunities, support, and encouragement to be physically active on a regular basis, well in excess of 200 minutes every 10 days of Physical Education. CPA participates in appropriate and available school meal programs, including the School Breakfast Program and National School Lunch Program. The Charter School provides each needy student, as defined in Education Code Section 49552, with at least one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. Food and beverages served at the Charter School meets the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The school provides nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity. Health education also includes discussion about drug and alcohol abuse, sexual health and suicide prevention. Pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*), CPA shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once. Finally, The Charter School stocks at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

3. SCHOOL SAFETY PLAN

In accordance with AB 1747, the Charter School shall adopt a School Safety Plan with input from classified employees of the Charter School, a fire department, and other first responder entities, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

CPA will keep on file documentation of the efforts made to achieve and maintain LAUSD’s racial and ethnic balance goal of 70:30 or 60:40 and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

In order to accomplish this, CPA conducts the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.
- Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.

CPA’s intentions are to recruit and work with educationally disadvantaged students through outreach efforts targeted within the Jefferson Park and West Adams geographic areas. In addition, we have expanded our recruitment efforts to ensure that other students outside of the community have the opportunity to attend CPA as well.

STEM Prep Schools' outreach and student recruitment efforts have been tremendously successful to date. CPA currently has 195 families on the waiting list for enrollment.

CPA makes every effort to recruit students of various racial and ethnic groups, so as to achieve a balance that is reflective of the general population residing within the boundaries of LAUSD. The School's Outreach Plan includes, but is not necessarily limited to, the following strategies to ensure a racial and ethnic balance among students that is reflective of LAUSD's demographics:

- CPA reaches out to parents of potential students by hiring current STEM Prep Schools parents to distribute flyers and information throughout the neighborhood, including going door to door to ensure those hardest to reach families are informed about the new school and the ability to submit a Lottery Application Form.
- CPA staff make presentations and meet with leaders of local churches of various faiths and ethnic representation, youth and service organizations, including:
 - Street Poet Inc.
 - Project Impact
 - Teamworks Foundation
 - Youth n Motion
 - Venus & Serena Williams Tennis
 - National Foster Youth Institute
 - Koreatown Youth & Community Center
 - First Place for Youth
 - Tom Bradley Youth and Family Center
 - AGC
 - LA84 Foundation
 - 1736 Family Crisis Center
 - Healthy African American Families
 - West Angeles Cathedral
 - Church in Los Angeles
 - St. Paul's Catholic Church
 - First AME Church
 - Holman United Methodist Church
 - Westminster Presbyterian Church of Los Angeles
 - McCarty Memorial Christian Church
 - LA Holiness Church
 - Trinity Baptist Church
- CPA participates in community events to provide information about the school and answer questions. CPA is also responsive to local media inquiries, providing information about the application and eligibility process.
- For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, CPA makes special outreach efforts. CPA advertises at places commonly used for after-school programming and youth activities. CPA distributes information to local libraries as well. CPA also asks agencies providing public assistance to distribute school materials, including student applications.
- Flyers are posted at local grocery stores, laundromats and libraries.
- Flyers are posted in English and Spanish.
- Banners are posted at the school site in English and Spanish.

- Parents are also allowed to submit student applications online through the school's website.

We note that the broader community around our schools has an unusually high percentage of children living in foster care. CPA wants to serve these students, as they have typically not performed well in traditional larger schools. CPA is uniquely set up to better serve this population because of small class sizes, individualized learning programs, and a much smaller student body than most local schools. CPA reaches out to foster care homes, placement agencies, and foster parent groups to specifically recruit this group of students.

Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the CEO and Board review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic balance of students.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Admission Requirements

CPA 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. CPA admits all pupils who wish to attend CPA to the extent that space allows. CA Ed. Code § 47605(d)(2)(A). Parents are informed during the enrollment

process that parent involvement/volunteer hours are not a requirement for admission or continued enrollment at the Charter School.

Applications for enrollment are accepted during a publicly advertised open enrollment period (mid-August to November 1st). An explanation of the enrollment process and the rules to be followed during the lottery is available at all times on our web site and in the office in English and Spanish (and additional languages if needed). The process is also verbally explained to any families who calls, or hands in their paper Lottery Application forms in-person. Parent can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Student Recruitment

Public notice is posted at the school location, school web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time is weekday evening to maximize attendance; the location is at the Charter School site). Parents who turned in a Lottery Application prior to the deadline are notified of the date and time of the public drawing, and invited to attend, though parent attendance at the lottery is not required in order to secure enrollment for a student.

Lottery Preferences and Procedures

CPA shall provide admission to matriculating students from 24th Street ES and students who reside in the 24th Street ES attendance boundary. The attendance boundary configuration shall be determined by LAUSD and is subject to change at the discretion of LAUSD. CPA shall remain a school of choice and parents may exercise their right to have their students attend a different school.

After all matriculating students from 24th Street ES and students who reside in the 24th Street ES attendance boundary have been admitted, CPA will determine if it has capacity to admit any additional students, based on enrollment capacity and plans contained in this petition. If more students from outside the 24th Street ES attendance boundaries seek admission than there are spots available, CPA will conduct a lottery to determine admission. Students who are currently enrolled are exempted from the lottery. Admissions preference is given to residents of the District and siblings of students who are admitted or attend the Charter School. No other preferences shall be given.⁶⁸

Lottery spaces are pulled in order of grade level by the Principal or designee. As names are pulled, students are assigned a number corresponding to the number of enrollment slots. Once a grade level is drawn to capacity, applications continue to be drawn for position on a wait list. Students who are not granted admission for that school year 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

⁶⁸ During any period of discretionary grant funding from the U.S. Department of Education, CPA will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the school will modify its lottery procedures to ensure compliance and eligibility for federal funding.

must reapply for the following year. The Director of Operations monitors the implementation of the lottery to ensure it is conducted in accordance with these procedures.

Within two weeks of the lottery, families are notified in writing by the Principal (or his/her designee) of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the admission year is required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School holds a Pre-Enrollment informational session after the lottery and before the registration date to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

The waiting list includes contact information of the families not admitted through the lottery who want to still be considered for admission should a position open. If a position opens during the course of the year, the School Operations Manager contacts the family of the student on the top of the waiting list by phone or email to offer their student admission to the Charter School. If a family is notified by phone or email more than ten (10) days prior to the first day of school, the family has ten (10) days to confirm enrollment and return a completed enrollment packet. If a student is notified within ten (10) days of the start of the school year or after the school year has begun, they have 72 hours to confirm enrollment via phone call or email and submit an enrollment packet by mail or email to the Operations Manager. Should the family decline the position, the next family on the list is contacted until the open position is filled. The Charter School shall communicate these procedures to parents of students on the waiting list.

A copy of all enrollment forms, waiting lists, and lottery results are kept on file in the CPA administrative office and will be readily available for inspection by District representatives.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor conducts an audit of the financial affairs of CPA to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors appoints an Audit Committee in accordance with the STEM Preparatory Schools Bylaws, Article 7, Section 11, by January 1 of each year.
- No person with expenditure authorization or recording responsibilities within the organization may serve on the Audit Committee.
- The Audit Committee is responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, 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 is 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 reviews and approves the audit no later than December 15.
- The COO is responsible for submitting the audit to all reporting agencies no later than December 15.

The audit committee reviews any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board reports to the District regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

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.

In order to maintain a positive learning environment, STEM Prep Schools has developed a comprehensive set of student discipline policies through the work of a committee that includes interested parents, guardians, students, and staff. The CPA 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; all staff receive extensive professional development on CPA's policies and procedures for discipline. The process follows general principles of due process. Students who do not meet the standards set forth in the discipline policy within the handbook should expect 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

In addition to a positive schoolwide behavior system, through our Multi-Tiered System of Supports (MTSS) program, aligned with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights, CPA's Student Support and Progress Team (SSPT) utilizes a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful at CPA and throughout secondary school, college, and beyond and to make every effort to keep students in class. The SSPT leads efforts to support individual students' needs and provide differentiated behavioral support for students who need it. This includes identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems. Additionally, the Charter School employs a well-qualified full-time Social Worker/Counselor to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

There are a variety of other alternatives to suspension that are also used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

The Charter School will explore additional partnerships that will both support students' behavior needs in Charter School and create positive self-identities within students.

The Principal or designee meets weekly with the Restorative Justice Coordinator to review discipline trends and data, including for all student subgroups. In order to reduce the number of suspensions and increase the positive behaviors required by Crown Prep, restorative justice will be used as an alternative to other means of discipline in all cases, except when specific disciplinary action is required by the Educational Code. Crown Prep uses a restorative justice model to prevent suspendable actions and ensure scholars have the socio-emotional skills and habits to be successful on campus. The Restorative Practices Coordinator, along with our counseling team, work with students and focus on targeted social-emotional interventions and supports, including learning about coping strategies, response to trauma, anger management and more.

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 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 suspensions.

CPA is exempt from Education Code requirements and procedures related to student suspension and expulsion; however, CPA 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.

STEM Prep's policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. The Charter School's process for receiving and investigating complaints, which will be fair and thorough, includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office.

A student may be assigned to in-school suspension, at the discretion of the Principal or his/her designee, for actions that violate the Charter School's code of conduct or the enumerated offenses for suspension and expulsion set forth below, if the student poses no danger or threat to the Charter School campus, students and/or staff. Students assigned to in-school suspension are supervised by the Principal or his/her designee, and serve their in-school suspension at a supervised suspension classroom.

Students receive written assignments and tests during the duration of their in-school suspension to ensure they receive continued instruction. Students with disabilities will continue to be provided with all

supports and services as described in their IEP. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

Parents/guardians of students assigned to in-school suspension are notified by a Charter School staff member by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspensions will be no more than five (5) consecutive days per incident, and no more than ten (10) days in one school year. For suspensions of fewer than 10 days, if the pupil or parent/guardian denies the charges, the Charter School will provide an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story. The Principal makes the final decision about whether the student shall be suspended.

To ensure the safety of all students, staff, and visitors to CPA, students who violate Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded from in-school suspensions.

GROUND FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

3 The Charter School's grounds for in-school suspension, out-of-school suspension, and expulsion have been developed consistent with the LAUSD School Climate Bill of Rights and are described below.

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 school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

4. ANNOTATED EXCERPTS FROM THE CURRENT CALIFORNIA EDUCATION CODE

§ 48900. Grounds for Suspension or Expulsion

A pupil shall not be suspended from Charter School or recommended for expulsion, unless the Principal of the Charter School in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated Charter School employee, which is concurred in by the principal or the designee of the principal.

- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to Charter School property or private property.
- (g) Stolen or attempted to steal Charter School property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) [Removed per Assembly Bill No. 420]
- (l) Knowingly received stolen Charter School property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a Charter School disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or Charter School personnel.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to Charter School activity or Charter School attendance occurring within a Charter School under the jurisdiction of the superintendent of the Charter School

district or principal or occurring within any other Charter School district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to Charter School activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on Charter School grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a Charter School sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) A superintendent of the Charter School district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from Charter School activities.

Grades 4-12

48900.2 – Committed sexual harassment.

48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 – Engaged in harassment, threats, or intimidation directed against Charter School personnel or pupils.

48900.7 – Made terroristic threats against Charter School officials, Charter School property or both.

The following Categories shall define the degree of Principal discretion in suspended students and recommending expulsion:

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur at the Charter School site or at a Charter School activity off campus, or any of the following reasons (E.C.

48915.1(c)) for grades 4-12:

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

Category II

The Principal has limited discretion student offences listed below. The Principal must recommend expulsion when any of the following occur at Charter School or at a Charter School activity off campus unless the principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
2. Assault or battery upon any Charter School employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The remaining offenses include the following student offenses that require limited principal discretion. The Principal may recommend expulsion when any of the following occur at any time, including, but not limited to, while on Charter School grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
4. Caused or attempted to cause damage to Charter School or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal Charter School or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
9. [Removed per Assembly Bill No. 420]
10. Knowingly received stolen Charter School or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School district personnel. E.C. 48900.4; 48915(e)
13. Committed sexual harassment. E.C. 48900.2; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3; 48915(e)
15. Made terrorist threats against Charter School officials or Charter School property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Category I or II that is related to Charter School activity or Charter School attendance but that did not occur on campus or at a Charter School activity off campus. E.C. 48915(b)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or Charter School personnel. E.C. 48900(r); 48915 (e)

5. OUT-OF-SCHOOL SUSPENSION

A student may receive an out-of-school suspension if the Principal determines that the student's presence would be a danger to others at school and their removal from school is necessary. Students who have been suspended may not appear on campus nor attend any Charter School functions (before school, during school, or after school, including in the evening) while suspended, except to take state assessments.

SUSPENSION PROCEDURES

Suspensions (whether in-school or out-of-school) 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 Principal is authorized to suspend students.

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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school administration.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference. The process for investigating incidents and collecting evidence shall be thorough and fair. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. When 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. 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. 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 request that the parent/guardian confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

Length of Suspension

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, or more than 10 days for a student with an IEP, unless 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 schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

Suspension Appeal

If a parent or guardian disagrees with a suspension, he/she must file a written objection to the Principal within five (5) school days, explaining the reason for the disagreement. The CEO or administrative designee (e.g., another STEM Prep administrator not involved in the suspension) will meet with the parent/guardian within five (5) school days of receipt of the written objection. Considering the information provided by the parent/guardian and any other relevant information, the CEO or administrative designee has authority to determine whether to:

- a. Uphold the suspension in all respects.
- b. Modify the suspension imposed (e.g., reduce suspension duration, if possible).
- c. Overturn the suspension and expunge the suspension from the student's records.

The CEO or administrative designee's decision shall be final. If no changes are made, the parent/guardian's written objection will be placed in the student's file along with the notice of suspension.

EXPULSION PROCEDURES

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

When the Principal determines that a student has committed an offense(s) that warrants an expulsion, the Principal completes the appropriate misconduct report and provides a copy to a neutral and impartial STEM Prep Administrative Panel appointed by the Board. The Panel will consist of at least 3 objective and unbiased members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Panel members may otherwise include any combination of STEM Prep network staff members and teachers or administrators from other STEM Prep schools. The Panel will be presided over by a designated neutral hearing chairperson. The Panel may recommend expulsion of any student found to have committed an expellable offense, and the CEO will make the final determination. The decision to expel a pupil shall be based on the finding of one or both of the following (Education Code section 48915(b)):

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the expulsion recommendation, after the CEO determines that an act subject to expulsion has occurred. The hearing will be presided over by the STEM Prep Administrative Panel as described above. 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 in the parent/guardian's native language, which will be emailed and mailed, within 48 hours of the expulsion recommendation, and it will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. The availability of reasonable accommodations and/or language support.
10. Special rules and procedures for incidents involving sexual assault and/or battery (see below).

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the parent/guardian makes a written request for a public hearing in open session three days prior to the date of the scheduled hearing.

After the expulsion hearing, the Administrative Panel will then make a written report within two (2) school days to the CEO, the student, and his/her parent/guardian, summarizing the grounds for expulsion and the evidence presented at the hearing. The report will include the Panel's recommendation to the CEO as to whether or not to expel the student and if so, for what period of time. Students can be expelled for a time that is not to exceed one year if they have met the requirements for reinstatement. If this Panel recommends against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If this Panel recommends the pupil for expulsion, the CEO will make a final decision on whether or not to accept the recommendation for expulsion and/or any other recommendations by the Panel.

A student and his/her parent/guardian may appeal an expulsion decision by the CEO to the Charter School's Board of Directors, consistent with the appeal procedures described below.

Expulsion Appeal Procedures

The expelled student and his/her parent/guardian will have the right to appeal the CEO's decision to expel the student to the STEM Prep governing board within five (5) school days of notification of the CEO's decision. The parent/guardian must submit an appeal request in writing to the governing board, along with any additional evidence that the parent/guardian wishes to submit to the governing board. STEM Prep's governing board will review and vote on the appeal request within ten (10) school days of receipt of the request for appeal. The governing board's final decision shall be delivered within three (3) days of the decision, by the most expedient means of communication identified by the parent/guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified mail. The governing board's decision will be final. Expulsion causes the student to be terminated from enrollment at CPA for the entire term of the expulsion.

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 Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School 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 he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the 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 his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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 panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the 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 recommendation 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 accused pupil, 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.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel

Following a decision of the Administrative Panel to expel, the CEO shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian within 10 days of the decision. 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 and to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Reinstatement and Readmission

Pupils who are expelled from CPA 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 CPA 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 makes 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. CPA is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan includes the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. CPA 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. CPA's governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, CPA 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 school will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, as supported and monitored by the Principal. Within five (5) school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

CERTIFICATED STAFF MEMBERS

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teachers will participate in the California State Teachers’ Retirement System (“STRS”). CPA acknowledges that the Charter School must continue such participation for the duration of the Charter School’s existence under the same County-District-School Code.

CLASSIFIED STAFF MEMBERS

All full-time classified staff members, including, but not limited to, office staff and instructional aides are eligible to participate in a 403(b) plan.

Classified staff also qualify for Social Security.

OVERSIGHT OF BENEFITS

The COO is responsible for ensuring that appropriate arrangements for the aforementioned coverage are made with approval of the Board. The Charter School will make any contribution that is legally required of the employer, including STRS, social security, unemployment, workers compensation, and other payroll obligations. All withholdings from employees and the Charter School will be forwarded to the STRS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS. CPA will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting as required by Education Code Section 47611.3.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

CPA communicates to all prospective and current parents and students that CPA is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students are informed on the lottery form of their public school attendance alternatives.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

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.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)”

posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

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

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

In the event that the school closes, the CEO and the COO will serve as the school's closure agents.

ADDITIONAL PROVISIONS

FACILITIES

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

District-Owned Facilities

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

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

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

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

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

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

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

- (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

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

ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter

School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Crown Preparatory Academy (also referred to herein as “[Crown Prep]” and “Charter School”) shall:

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

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

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

Element 2 – Measurable Pupil Outcomes and

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁶⁹

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

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

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

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

⁶⁹ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic

information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year

- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the

District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

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

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually

agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

NON-PROPOSITION 39 DISPUTES

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

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

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

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

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

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree

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

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or

non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice

will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

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

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division,

OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

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

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against

any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)