



# PREPA TEC LOS ANGELES



## RENEWAL CHARTER PETITION

**For the 5-year charter term: July 1, 2018 – June 30, 2023**

**Submitted to the LOS ANGELES UNIFIED SCHOOL DISTRICT  
October 10, 2017**

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## Assurances, Affirmations and Declarations


Prepa Tec Los Angeles (also referred to herein as “PTLA” 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.



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Xavier Reyes, Lead Petitioner

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Date

## **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.

## A. GENERAL INFORMATION

*Table 1: General Information*

<b>GENERAL INFORMATION</b>	
• The contact person for Charter School is:	Xavier Reyes, CEO
• The contact address for Charter School is:	2410 Broadway Walnut Park, CA 90255
• The contact phone number for Charter School is:	(323)923-0383
• The proposed address or ZIP Code of the target community to be served by Charter School is:	2665 Clarendon Huntington Park, CA 90255
• This location is in LAUSD Board District:	5
• This location is in LAUSD Local District:	Local District East
• The grade configuration of Charter School is:	6 <sup>th</sup> through 8 <sup>th</sup>
• The number of students in the first year will be:	486
• The grade level(s) of the students in the first year will be:	6 <sup>th</sup> through 8 <sup>th</sup>
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 20, 2018
• 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.)	504
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be (below):	7:50 am to 3:00 pm MWThF; 7:50 am to 1:25 pm Tuesday minimum days
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

*Completed LAUSD 2017*

## **B. COMMUNITY NEED FOR PREPA TEC LA MIDDLE SCHOOL**

### **Statement of Purpose**

Our purpose, our core belief or our “why”, at Alta Public Schools and Prepa Tec – Los Angeles is to urgently open the doors of opportunity, social or economic, to every child in need. This is why we exist. This is why we come to work and work hard every day - and every day counts.

Embedded in our purpose is the mission of Prepa Tec - Los Angeles to provide a rigorous 6<sup>th</sup> through 8<sup>th</sup> grade education as the pre-college platform for the rigorous high school college prep and International Baccalaureate (IB) Diploma Program that also expands access to career opportunities.

The stakeholders of Prepa Tec - Los Angeles share in the belief that students can be motivated to learn through the realization that knowledge will empower them to fulfill their life’s mission - this is the “what” am I going to be when I grow up. And, that good character, a primary building element provided by the IB program, is the guidebook for the “who” am I going to be when I grow up. Both of these target elements of “who” and “what” are the cornerstones of the Alta Public Schools and Prepa Tec – Los Angeles ethos. We want students to be both prepared with the educational tools to provide them the opportunities for future good paying jobs when they graduate college, but equally, we want students to be ethical, collaborative, good listeners, self-starters, intrepid, entrepreneurial, caring, lifelong learners and guardians of the world we are inheriting them.

As students move forward in their life and learning journey, not all find themselves on a pathway to success. The roadblocks to student achievement are varied and range from gaps in prior learning to a lack of rigor and challenge for advanced learners. By motivating students working at the correct level of rigor, in the right courses - students who were “stuck” in their learning progress can begin to experience learning success and overall increased academic achievement.

Teachers and support staff empowered with real-time data to inform their instructional approach in order to catch students’ prior to academic failure, break down the barriers of being stuck on a skill, and turn each student into a learner who is experiencing academic success and motivated to reach and exceed expectations.

Prepa Tec - Los Angeles’ stakeholders are committed to identifying the impediments to student success before failure occurs, thereby increasing the benchmarks of success for all students through increased attendance, course completion, IB Diploma Program readiness, and college preparedness to persist in their educational journey and to graduate from colleges or universities.

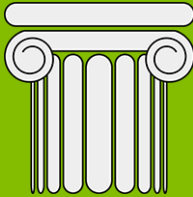
Prepa Tec - Los Angeles' mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century - this was the original statement of purpose. During the 2015-16 LAUSD CSD Oversight Visit, our Charter School Division Auditor made the comment to the Alta Public Schools' administrators, "I see you are doing what is necessary for your program, but I don't see the greater results". This comment set in motion the Prepa Tec – Los Angeles renewal. Soon after we began to meet and revisit our purpose and or our "why", which solidified our Vision, Mission and Goals. In a sense, to solidify an environment where students had optimal opportunities to fulfill their educational and character goals. To support this ever-building process of greater educational attainment, purposeful and action-oriented character development, while providing career pathways. Those word had such an impactful on our organization and it caused us to recreate our organizational objectives, which fulfill our mission and our "why":

We fulfill our mission by being "LRFL":

- 1) High Academic Achievement ALWAYS
- 2) Standards-Based Instruction ALWAYS
- 3) Community Participation ALWAYS
- 4) Positive Student Character Development ALWAYS

### 1. High Academic Achievement

Students develop a deep understanding, mastery and application of important concepts that propel inquisitive life-long learning and will reach high levels of academic achievement. **LEARN**

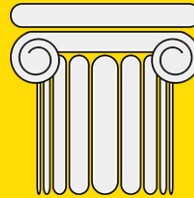


### 2. Standards-Based Instruction

Provide a school model where students acquire and practice a range of essential skills that are common core standards based, and implement the International Baccalaureate® (IB) scope and sequences, merging the

CCSS and district policies, to develop and use the best instructional practices that meet the varied needs of all students.

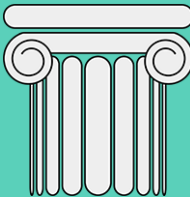
**RIGOR**



### 4. Community Participation

Provide a space where students have the opportunity for involvement in responsible actions and social service in their local and world community implementing the IB program, which "focuses on the total growth of the developing child, touching hearts as well as minds and encompassing

social, physical, emotional and cultural needs in addition to academic development" with the assistance of staff, parents, and the larger community. **FAMILY**



### 3. Positive Student Character Development

Conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB program is implemented.

Provide a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the IB program is implemented. **LEAD**

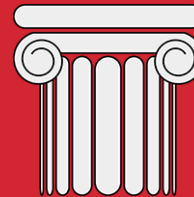
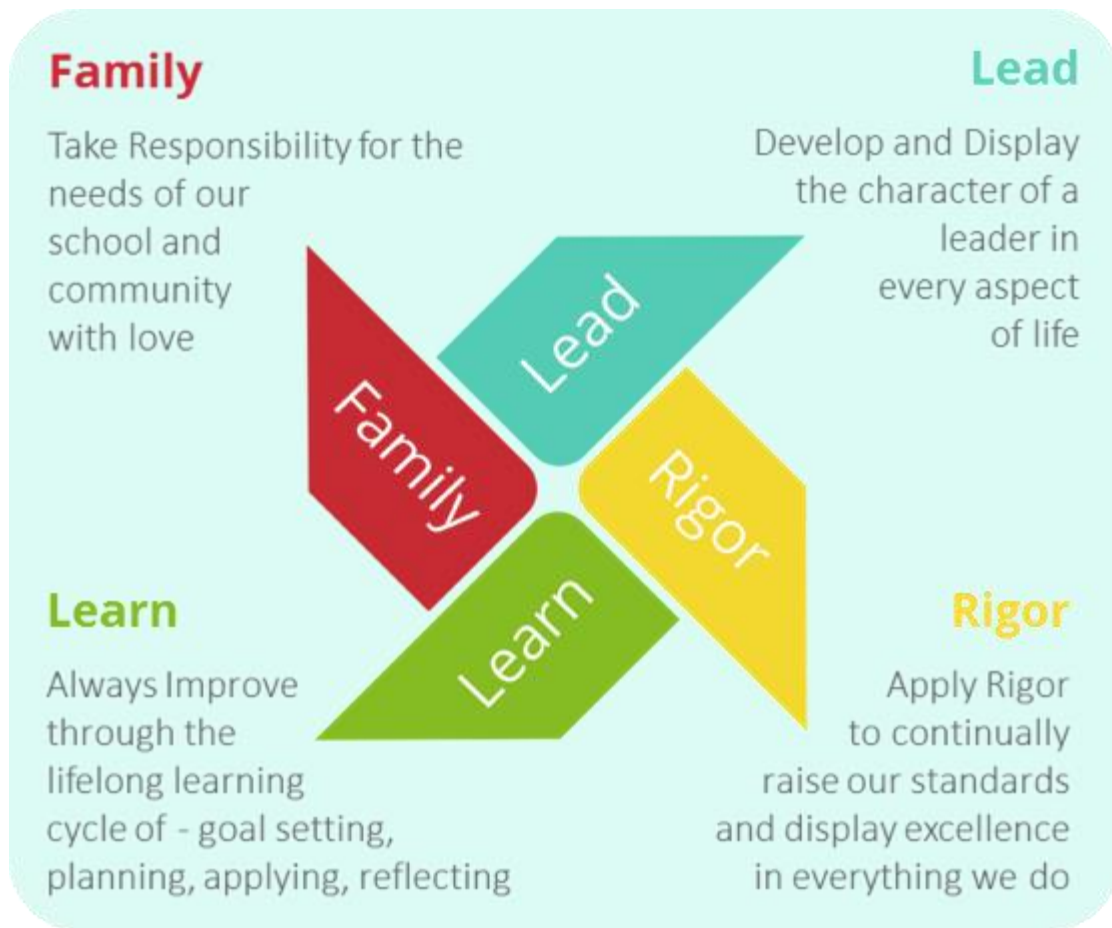


Chart 1: Four Pillars of Academic Achievement Alta Public School 2016

The inclusion of all stakeholders, not only students, into the Prepa Tec – Los Angeles purpose and vision is one of our intentional group developments. This idea that students, teachers, families, administration and the community are all part of the learning-life process is represented in our brand. APS as an organization that opens socioeconomic doors of opportunity to all students is represented by our new logo and brand. Our core values representing our “why” are suggested in the image below - it is a flywheel, like the wheel of life, that includes Learning, Rigor, Family, and Leadership - we call it being “LRFL” as a way of life.



*Alta Public School Developed 2016*

Everyone in the learning community is committed to demonstrate Leadership, Rigor, Family and Lifelong Learning in our daily lives - this is being LRFL. These commitments are embodied in each color that represents a core value we all live by every day. When all the values work together in the lives of each person on the team, we create a “flywheel effect” where we all continuously moving to improve together.

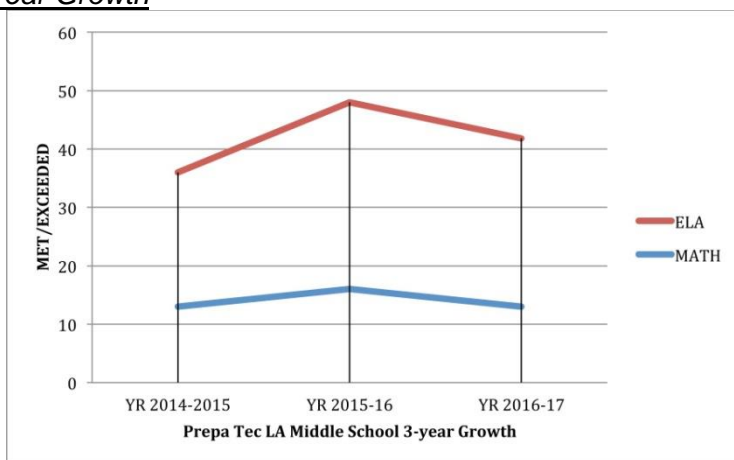
As follows, the school’s renewal is an auspicious time to reflect, redress and outline the areas of growth and focus on what the District has questioned us as an organization and as Prepa Tec - Los Angeles. These questions are based on ongoing oversight of our school throughout the course of our charter term and based on criteria outlined in Education Code sections 47607(b) and 52052(3)(4)(c), and the policies and procedures outlined in the District’s Administrative Procedures for Charter Authorizing.

We’re on the right path for our students, as shown in the graph below. However, at the risk of pointing out the adverse, but for a refusal by Prepa Tec – Los Angeles and parent advocates to accept to take our students eleven (11) miles on bus to a Prop. 39 site offer, Washington Prep, and having to reluctantly co-locate our high school with the middle school, all our students could have had greater academic gains this past year and could have been on the already established track. That’s not to say that the facility or



environment played a substantial adverse role in academic gains, but if only minimal, for any student, there is no lost gain that is regrettable. However, the silver lining in this facility experience is the notion for the learning community that the 2016-17 school year is identify as our pivotal reconstruction year for all our schools, which ushered the new Prepa Tec – Los Angeles way - the LRFL way.

Graph 1: PTLA 3-Year Growth



*cde.ca.gov Dataquest 2017*

And as a result of the high need for a stable environment for students, Prepa Tec – Los Angeles is scheduled to break ground on a school-owned property to house all middle school students in one location in January 2018. We all know that an unstable environment creates adverse effects on children’s development. Housed in this new building, our students will thrive.



Armed with this ethos, new staff and a cogent plan to make significant gains for all students in the many years to come, we have already made progress beyond the end-of-year 2017 scores with our first interim assessment. All due to the restructuring efforts initiated by our LAUSD auditors.

To move forward we must revisit our past performance. And, to properly outline and compare our last three-year performance, we must first determine where would our students “otherwise have been required to attend” or similarly, which are our Resident Schools to be compared. As determined by LAUSD’s Resident School Identifier, our two graphs below indicate our top five (5) Resident Schools and the total compilation of Resident Schools. These top five schools are Henry T. Gage, Charles Drew, Walnut Park, Thomas A. Edison, and South Gate Middle Schools.

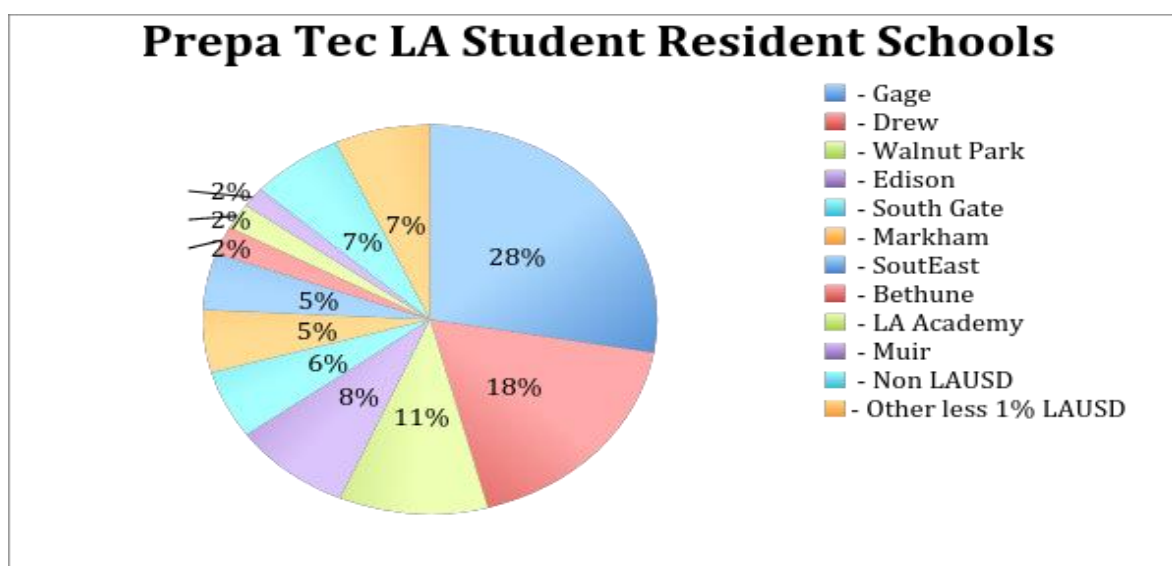
Table 3: Top Five Resident Schools

Top Five Resident Schools				
Gage	Drew	Walnut Park	Edison	South Gate
27.8%	18.1%	10.6%	8.5%	5.7%

*lausd.net/ResidentSchoolIdentifier/ 2017*

These five schools described constitute 71% of our student population with the smaller balance of students coming from a variety of Resident Schools in Southeast and South Los Angeles, as seen on Table 3.5 below. These other schools include Edwin Markham, Southeast, Mary M. Bethune, LA Academy, John Muir and an even smaller percentage of numerous non-LAUSD and LAUSD schools, respectively.

Table 3.5: All Resident Schools



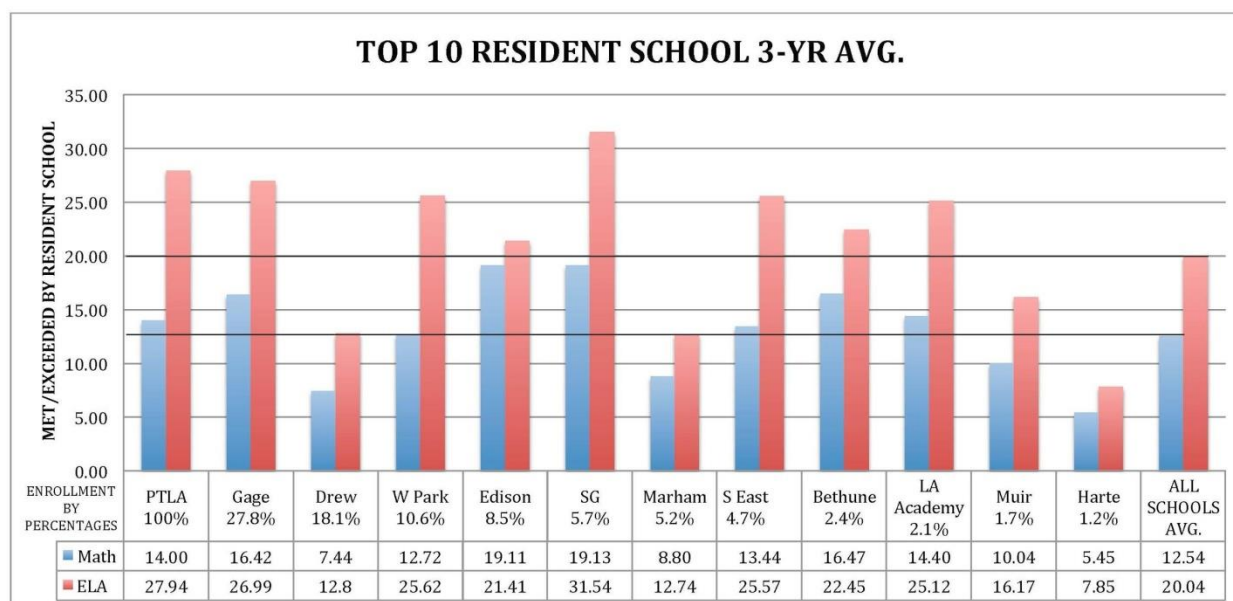
*lausd.net/ResidentSchoolIdentifier/ 2017*

## Success in Meeting the Needs of Students

### Academic Performance in Math and ELA

Almost 88% of our students come from the top 10 LAUSD Resident Schools our students would have otherwise attended, as shown in graph above. Prepa Tec - Los Angeles identifies all schools from which our students would have otherwise attended if not enrolled at Prepa Tec – Los Angeles. The “Top 10 LAUSD Resident Schools” are those LAUSD schools, by the largest 10 enrollment percentages, from where our students would have otherwise attended if they would not be enrolled at our school. For example, the largest or number one school from where our students come from if not enrolled at Prepa Tec – Los Angeles is Gage middle school, which is 28% of all students. Of the total students coming from the top 10 Resident Schools, Prepa Tec LA Middle School has outperformed most Resident Schools. Specifically, in English Language Arts, we have outperformed 9 out of 10 Resident Schools. In Math, we have outperformed 6 out of 10 Resident Schools. And, in a 3-year average growth, Prepa Tec LA Middle School is well above the Resident School average in both ELA and Math, as seen in the table below.

Table 4: 3-Year Average Met/Exceeded for Resident Schools



*CDE.ca.gov Dataquest 2017*

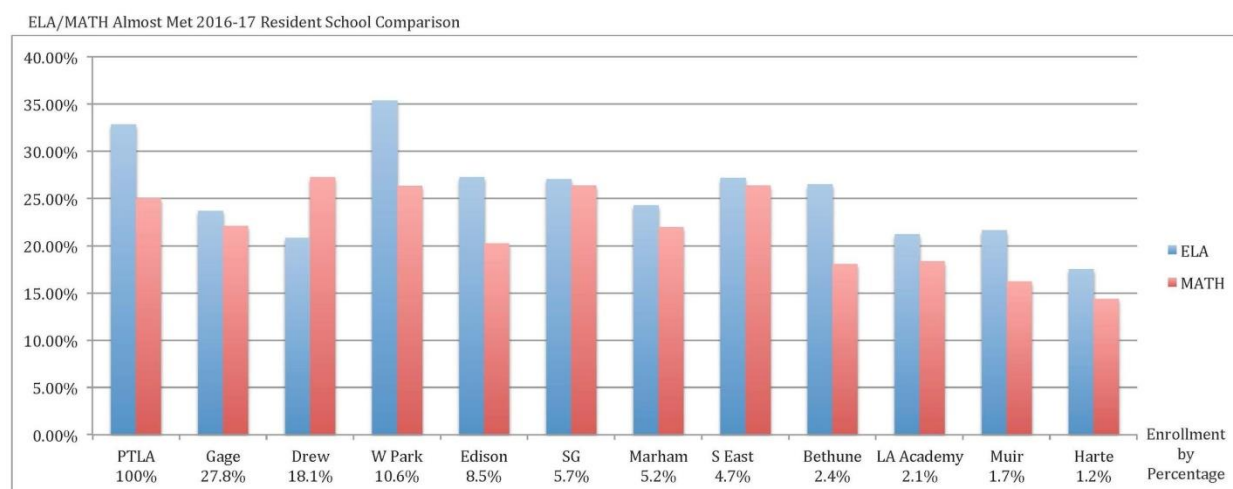
However, our calculations show that when one weighs the individual scores for Prepa Tec – Los Angeles versus the weighted scores for example of Henry T. Gage Middle School with a total population of 27.8% of the total LAUSD population of 82%, their score has a 32% significance, as shown by *CDE.ca.gov Dataquest 2017*. This is the largest share of students from any one LAUSD school. However, for a smaller share of LAUSD schools like from South Gate Middle School, which is the only Resident School outperforming Prepa Tec LA Middle School in ELA, with only 5.7% enrollment at our school, their overall scores are only 6.9% significant, positive or negative.

In other words, for the students that would otherwise have attended South Gate Middle School, which are only 6.9% of the total PTLA student population, have we done a better job for them in ELA than South Gate Middle School? The answer is - No. Did we do better for the other 93.1% of PTLA students that would have otherwise attended the other LAUSD Resident Schools? The answer is - Yes.

In Math, the critical question - “Have we done better than the Resident Schools LAUSD, Prepa Tec Los Angeles students would have gone to?” The answer is - for 52% of students the answer is - Yes. Additionally, have we done better than the average Resident School? Again, the answer is - yes.

Nonetheless, we certainly can not stop where we are, despite an adverse 2016-17 school year, Prepa Tec has initiated a two-pronged approach already underway for increasing significantly what we call the 2016-17 school year - our base year. This includes the strategy of getting our large cohort of *Almost Met* students to the *Met and Exceeded* category, as seen below.

**Table 5: ELA/MATH 2016-2017 Almost Met Resident School Comparison**



cde.ca.gov Dataquest 2017

## Success in Innovative Features of the IBPYP

**IB Parent and Student Engagement:** Parents love our school because they are truly part of the formula prescribed by the IB for school and student success. Parent involvement has always been the cornerstone of everything we do. Because of our parents and the struggles they have both at work and at home, our mission explicitly involves parent support. As such, like most schools, we have an open-door policy that allows us to hear the good with the not so good. For Prepa Tec – Los Angeles middle school over the last few years, we have made our parents and student surveys a regular part of being a Prepa Tec – Los Angeles parent. Below are the results of our last parent survey from both middle school campuses. One campus houses the 6th grade students and the other campus houses the 7th and 8th grade students.

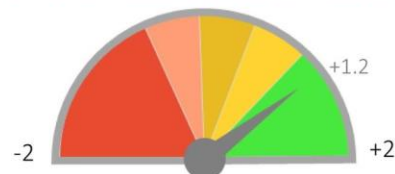
It is critical that we to know how our parents think we are doing at Prepa Tec - Los Angeles. The "Satisfaction Score" measures the overall satisfaction of our parents. A Green score ( $\geq 1$ ) means that on average every parent is satisfied with how we are doing. Parents who express dissatisfaction are offset by parents who are very satisfied. We were glad to discover that our parents are very happy with us overall.

However, it is not enough just to be doing good "overall." To be excellent, we need to hear the voices of those parents who are dissatisfied. To hone in and identify areas for improvement, we implemented a more rigorous "Dissatisfaction Score." To achieve a Green rating on the Dissatisfaction Score we must achieve a Satisfied rating from at least 98% of parents. If more than 2% of our parents show any dissatisfaction, then we must improve. This is also true for our students. Notice on the Student Survey, students believes that PTLA suffers from a lack of "Spirit". This information, like all the rest, prompted action from the student government, staff and parents to change things around. We created more student events, purchased a mascot suit, and created spirit.

## Winter 2017 Parent Satisfaction Survey Results Prepa Tec Middle School 6th Grade



### Overall Satisfaction Score

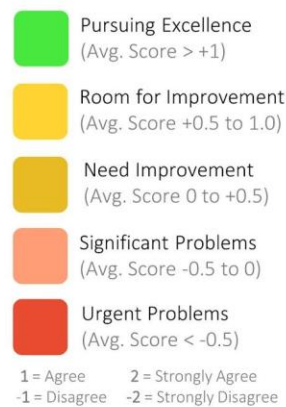


Parent Responses: 16

### Satisfaction by Key Focus Areas



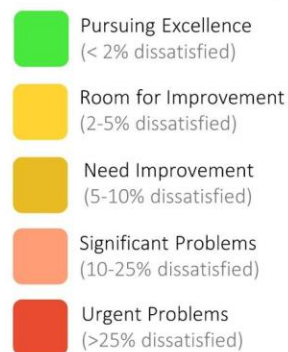
#### Satisfaction Key



### Identifying Areas for Improvement



#### Dissatisfaction Key





# Winter 2017 Student Satisfaction Survey Results Prepa Tec Middle School – 6<sup>th</sup> Grade



## Overall Satisfaction Score

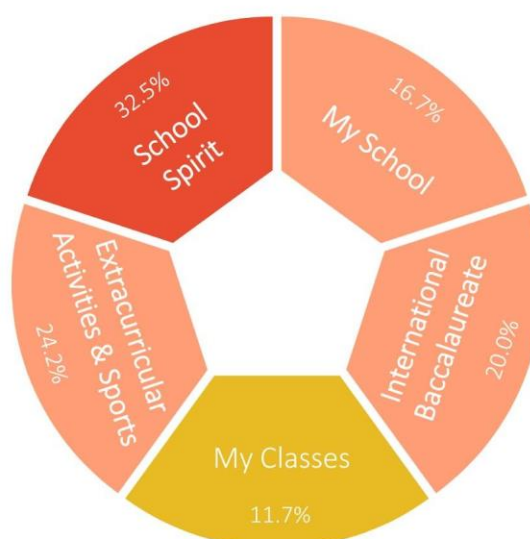


Student Respondents: 120

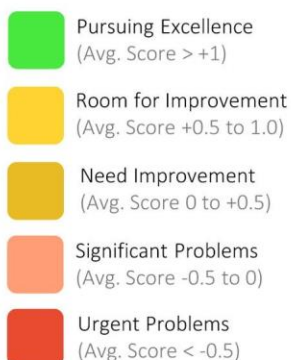
## Satisfaction by Key Focus Areas



## Identifying Areas for Improvement



### Satisfaction Key

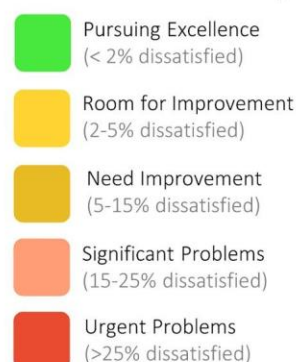


1 = Agree    2 = Strongly Agree  
-1 = Disagree    -2 = Strongly Disagree

### Student Thoughts (Grows and Glows)

- You care about us students
- You celebrate when people do good
- Better uniforms, they are uncomfortable
- Better food
- Better playground and a playing field
- More and better activities and sports
- Stop bullying
- Some teachers need to teach better

### Dissatisfaction Key





## **Areas of Challenge and Improvement Plans**

### **Finances**

Alta Public Schools will be breaking ground soon for the construction of a new Middle School permanent building. The entire project will be funded by tax-exempt bonds, which are estimated to close in December 2017. At that time, the Middle School will be reimbursed for all project costs, including the cost of the land, which is \$476,335 that will fully restore its cash position. In total, Prepa Tec - Los Angeles will end FY17 with Net Assets of \$215,295.44 and a Surplus of \$266,654.43, which will take us to the Projected FY18 Surplus of \$221,159.00 and a Projected Net Assets \$436,454.44.

Our plan to continue in a positive net assets position, the APS Board, administrators and staff is to committed to continue investing in what is necessary for greater academic gains of students and continue moving towards just and fair economic gains for all employees. Specifically, APS CEO, Director of Finances, Superintendent will conduct a financial self-study with Head of School/Principal and team to better align program with finances. Additionally, the Director of Finances will work with Head of School/Principal to make sure PTLA Office Mangers are following new financial controls. And, CEO and Superintendent will work on the revenue side of the ledger to promote the school better to augment our waitlist position.

### **ELA and Math Instruction**

In order to address the needs of students achieving below grade level, Prepa Tec - Los Angeles will continue to ensure the following is implemented:

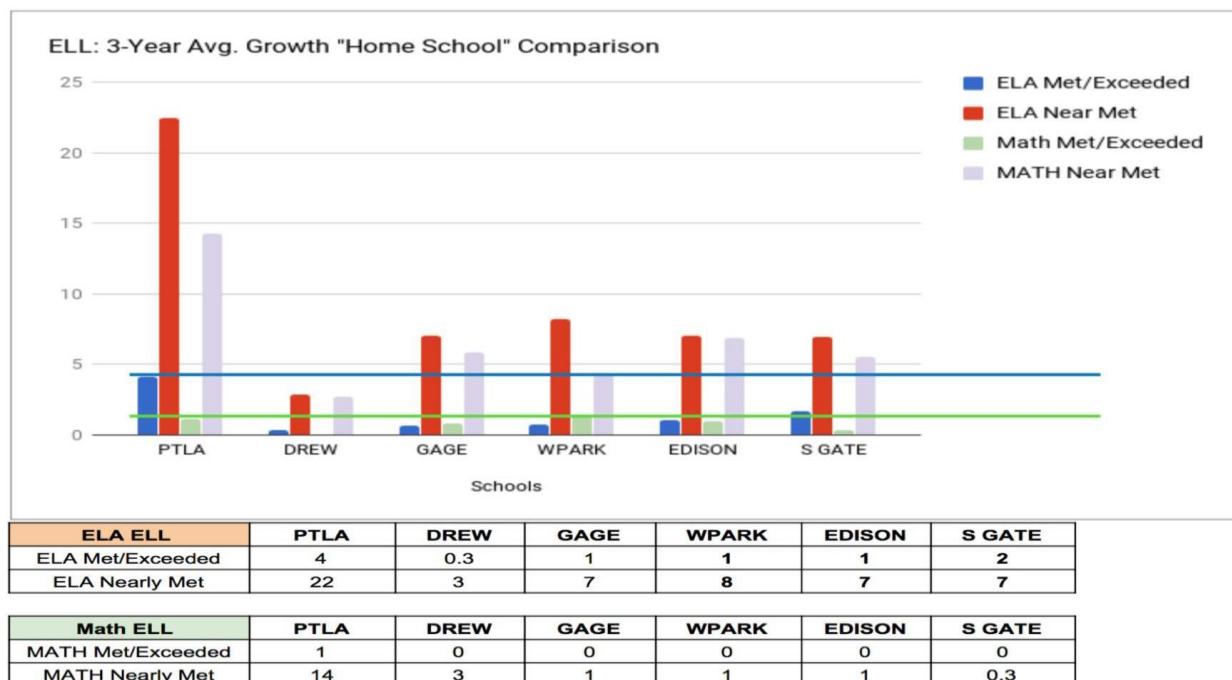
1. Students not performing a grade level are identifying using the SBAC ELA and Math scores.
  - a. The instructional leadership team disaggregates the data by overall performance in both ELA and Mathematics and reviews the claim level data down to the target list of standards.
  - b. This data is then presented to the entire school team to discuss appropriate and researched based interventions that can be implemented to support student achievement in both content areas.
2. Once students achieving below grade level are identified with specific areas of need, targeted instruction is then implemented in a variety of settings.
  - a. Small group instruction is embedded during the day in either ELA or Math focused specific areas of need.
  - b. Teachers collaborate with all disciplines to review how to best integrate ELA and Math CCSS in IB unit lesson design.
  - c. Students performing below grade level are also invited to Saturday intervention courses lead by Instructional Assistants, Teachers, and monitored by school administration.
3. School leaders, coaches, and educators will review student data to monitor progress and to inform instructional practices and interventions, instruction is then implemented in a variety of settings.
  - a. The How:

- i. Common formative assessments as well as interim comprehensive assessments will be administered in order to measure student growth. Interim comprehensive assessments (ICAs) will be administered at least three times year. Educators will receive training in how to administer the ICA and how to disaggregate the data from Claims, targets, and Common Core State Standards by question.
- ii. School data and performance will be reviewed with all educators in professional development, PLCs, and during Student Success Progress Team (SSPT) meetings. Educators will review data using a “Data Takeaway” protocol identifying areas of strength and areas of needed improvement and support. School administrators and teachers will then embed areas of improvements in daily unit lesson planning and interventions. Educators will also receive training in how to use Interim Assessment Blocks (IABs) as a formative assessment as well as SBAC rubrics in writing, reading, and mathematics.

### **English Language Learners Performance and Improvement Plan**

The following data illustrates the three-year average Prepa Tec - Los Angeles performance compared to the Resident Schools in ELA and Mathematics for the English Language Learner subgroups. As indicated below, PTLAMS students identified as ELL is performing better than the top five Resident Schools in English Language Arts and in Mathematics.

**Graph 2: ELL 3-year Growth “Home School” Comparison**



**Table 6: PTLA's ELA Action Plan for Student Achievement**

<b>English Language Arts- Action Plan for Student Achievement</b>		
<b>Goal #1: 39% of PTLAMS students in grades 6-8 will score in the top two performance bands as assessed by the SBAC</b>		
<b>Strategy</b>	<b>Action</b>	<b>Indicator of Implementation</b>
<b>1.1 Provide all students with challenging curricula as adapted to common core, engaging instruction and assessments that encourage real world, inquiry-based problem solving through the International Baccalaureate program.</b>	<p>Refine common core curriculum and alignment with IB Units</p> <p>Implement core curricula, which engage students by capitalizing on the latest trends in ELA and ancillary subjects.</p> <p>Provide teachers with professional development on unit design incorporating CCSS in ELA.</p>	<ul style="list-style-type: none"> <li>Completed IB unit planners submitted to IB Coordinators &amp; Director</li> <li>IB Rubrics included in unit planners</li> <li>Classroom observations reveal alignment between individual lessons to the unit</li> <li>IB rubrics are used with all Summative Assessments</li> </ul>
<b>1.2 Implement professional development for teachers in understanding the ELA claims:</b> <b>1. Reading</b> <b>2. Writing</b> <b>3. Speaking and Listening</b> <b>4. Research/Inquiry</b>	<p>Develop a common vision of the content knowledge and pedagogy that teachers need to be effective.</p> <p>Provide professional development throughout the year on Strategic Design of Units and unpacking ELA Common Core Standards</p> <p>Support teachers in the development of Common Formative Assessments to specifically assess Claim level performance</p>	<ul style="list-style-type: none"> <li>Completed IB unit planners highlighting how ELA claims will be addressed.</li> <li>Claim level Rubrics included in unit planners</li> <li>Classroom observations reveal a focus on the specific needs in the four claims.</li> <li>Student performance on the ICAs and Block assessments.</li> </ul>

<b>1.3 Strengthen the content and pedagogical knowledge of teachers and school administrators to transform instruction to improve student engagement and achievement.</b>	<p>Integrate research on how to incorporate strategies for addressing language acquisition, special education and large gaps in achievement into professional development efforts.</p> <p>Provide professional development in Marzano protocols, Thinking Maps, Small group instruction, RTI models, ELD and strategies to support students with disabilities.</p>	<ul style="list-style-type: none"> <li>• School leader Classroom observation</li> <li>• School leader supervision of instruction plans</li> <li>• Professional Development Plans</li> <li>• Growth plans for educators</li> </ul>
<b>1.4 Increase effectiveness of teacher collaboration time</b>	<p>Train teachers in Professional Learning Communities</p> <p>Develop protocols to support teachers in strategically analyzing student data to inform instruction.</p>	<ul style="list-style-type: none"> <li>• PD agendas on PLC and Data Analysis</li> <li>• PLC content meeting agendas and action steps</li> <li>• Student work samples.</li> </ul>
<b>1.5 Data Driven Instruction.</b>	<p>Provide teachers professional development in how to interpret student data in order to drive instructional decision-making.</p> <p>Teachers will analyze student data to identify learning gaps, instructional gaps and other areas of student need.</p> <p>Set SMART goals that are “(1) Strategically aligned with school and district goals, (2) Measurable, (3) Attainable, (4) Results-oriented (that is requiring evidence of higher levels of student learning in order to be achieved), and (5) Time bound.” (Dufour, &amp; Marzano, 2011, p. 24)</p>	<ul style="list-style-type: none"> <li>• Student performance on the ICAs and Block assessments.</li> <li>• Various protocols design to guide an objective analysis of data within schools or departments.</li> <li>• Evidence of SMART goals</li> </ul>

Goal 2: Raise Community Awareness		
Strategy	Action	Indicator of Implementation
<b>2.1 Develop family-friendly resources to help parents understanding the Common Core State Standards and the International Baccalaureate program.</b>	Provide resources to parents in ELA education (in English and Spanish) – explain the International Baccalaureate program and connection to the CCSS.	<ul style="list-style-type: none"> <li>Dissemination of parent resources</li> <li>Resources added to the website for easy access.</li> </ul>
<b>2.3 Increase parent awareness of the current CA State Standards and IB instruction and to provide parents the tools to be able to support their child at home.</b>	Schedule “Parent Learning Walks” to share ELA strategies that they can then work on at home with their students.	<ul style="list-style-type: none"> <li>Invitation to parents</li> <li>Add Common Core and IB program information and strategies on the school’s website for easy access.</li> </ul>
Goal 3: Provide Intervention Supports and Opportunities to Support Students in ELA Achievement		
Strategy	Action	Indicator of Implementation
<b>3.1 Identify students who scored at “nearly met” to “met” or “exceeded” and support them during the regular day instructional program.</b>	<p>Teachers will develop specific lessons for students who scored at “nearly met” addressing their area of need in the four ELA claims.</p> <p><i>The following instructional practices will be implemented:</i></p> <ul style="list-style-type: none"> <li>Claim 1: Close Reading Strategies/exposure to complex texts</li> <li>Claim 2: Focus on integrating reading in informational and literature to the writing process.</li> <li>Claim 3: The implementation of “<i>reflective communicators</i>” or “<i>collaborative conversations</i>” to support student in practicing the listening and speaking skills addressed in the CCSS and incorporating video as well as articles in unit and lesson development.</li> <li>Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</li> </ul>	<ul style="list-style-type: none"> <li>Student performance on the ICAs and Block assessments.</li> <li>Classroom observations</li> <li>Review of student work samples.</li> <li>IB units that integrate focus instructional practices</li> </ul>

<b>3.2 Students who “nearly met” proficiency in ELA will attend Saturday Intervention and Tuesday extended intervention program.</b>	<p>Saturday courses and extended intervention courses will target the four claims as listed above.</p>	<ul style="list-style-type: none"> <li>• Student performance on the ICAs and Block assessments.</li> <li>• Classroom observations</li> <li>• Review of student work samples.</li> <li>• IB units that integrate focus instructional practices</li> </ul>
<b>Goal 4: Integration of Technology to develop student Typing Skills and Familiarity with the SBAC Testing Platform</b>		
<b>4.1 Students will practice typing</b>	<p>Typing Games (Kids-Friendly):  <a href="http://www.freotypinggame.net/play.asp">http://www.freotypinggame.net/play.asp</a>  Students will type reports and other projects using word.  Students will have access to Google Classroom and Edmodo</p>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Performance on the written parts of the Interim Comprehensive Assessments (ICA) and Interim Assessment Blocks (IAB)</li> </ul>
<b>4.2 Administer the Interim Comprehensive Assessments to expose students to the testing platform</b>	<p>Student will take the Interim Comprehensive Assessments three times a year.</p>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Performance on the written parts of the Interim Comprehensive Assessments (ICA) and Interim Assessment Blocks (IAB)</li> </ul>
<b>4.3 Technology Use Within the ELA Department</b>	<p>ELA teachers will utilize available technologies including laptop carts to drive instruction, increase student engagement. Professional development will be available to assist teachers in incorporating and using technology to deliver instruction and provide additional access to content/media electronically.</p>	<ul style="list-style-type: none"> <li>• Inform parents about the technology-based resources that are available to their children and will be provided access to those resources.</li> </ul>

Alta Public Schools 2017

In order to address the student achievement needs in mathematics, Prepa Tec - Los Angeles is committed to the following action for student achievement.

*Table 7: PTLA's Mathematics Action Plan for Student Achievement*

<b>Mathematics- Action Plan for Student Achievement</b>		
<b>Goal #2: By June of 2018, 22% of students in grades 6-8 will score in the top two performance bands according to the SBAC which is a 9% increase from the previous year.</b>		
<b>Strategy</b>	<b>Action</b>	<b>Indicator of Implementation</b>
<b>1.1 Provide all students with challenging mathematics curricula as adapted to common core, engaging instruction and assessments that encourage real world, inquiry-based problem solving through the International Baccalaureate program.</b>	<p>Refine common core math curriculum and alignment with IB Units</p> <p>Implement core curricula through the use of the CPM math textbook and IB units, which engage students and integrates the Standards for Mathematical Standards (SMPs).</p>	<ul style="list-style-type: none"> <li>• Completed IB unit planners submitted to IB Coordinators &amp; Director</li> <li>• IB Rubrics included in unit planners that target SMPs</li> <li>• Classroom observations reveal students practicing SMPs</li> <li>• Use of the Math SBAC rubrics</li> </ul>

<p><b>1.2 Implement professional development for teachers in understanding the Math claims along with review of Mathematics Item</b></p> <p><b>Specifications for each claim:</b></p> <ol style="list-style-type: none"> <li><b>1. Concepts and Procedures</b></li> <li><b>2. Problem Solving</b></li> <li><b>3. Communicating Reasoning</b></li> <li><b>4. Modeling and Data Analysis</b></li> </ol>	<p>Develop a common vision of the content knowledge and pedagogy that teachers need to be effective in delivering high quality math instruction.</p> <p>Provide a professional development on Strategic Design of Units and unpacking Math Common Core Standards</p> <p>Support teachers in the development of Common Formative Assessments to specifically assess Claim level performance</p> <p>Train teachers in the use of the CPM textbook approach.</p> <p>Teachers will answer the following questions when planning for math instruction:</p> <ol style="list-style-type: none"> <li>1. <i>What opportunities can we create in the classroom for students to practice the targets for this claim?</i></li> <li>2. <i>How will we formatively assess students' progress on the targets?</i></li> <li>3. <i>What structures will we use to share and analyze formative assessment data in order to reflect, revise and plan instruction?</i></li> </ol>	<ul style="list-style-type: none"> <li>• Completed IB unit planners highlighting how Math claims will be addressed.</li> <li>• Claim level Rubrics included in unit planners</li> <li>• Classroom observations reveal a focus on the specific needs in the math claims.</li> <li>• Student performance on the ICAs and Block assessments.</li> </ul>
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<p><b>1.3 Implementation of the Standards for Mathematical Practices with a direct transfer to student ownership and practices of SMPs.</b></p>	<p>Provide professional development to school leaders and teachers on the Standards for Mathematical Practices (SMPs).</p> <p>Integrate SMPs in IB Units</p> <p>Each claim focuses on different SMPs. Depending on the results of the school's CAASPP data, PTLAMS will select focus SMPs.</p> <p>Implementing the SMPs – Helps teachers select tasks and teacher moves that support each SMP Use SMP Rubric to measure implementation of SMPs in math instruction– This is a rubric for assessing students' proficiency with each SMP. Teachers can then assess students' cognitive skills and the use of specific SMPs in addition to content knowledge.</p>	<ul style="list-style-type: none"> <li>• Student performance on the ICAs and Block assessments.</li> <li>• Use of a rubric to measure SMP implementation</li> <li>• Sharing SMPs proficiency with students so they may reflect and assess their own learning.</li> </ul>
<p><b>1.4 Strengthen the math content and pedagogical knowledge of teachers and school administrators to transform instruction to improve student engagement and achievement.</b></p>	<p>Integrate research on how to incorporate literacy strategies in mathematics to support and address language acquisition.</p> <p>Provide PD in scaffolding math lessons to support students with disabilities.</p> <p>Provide professional development in Marzano protocols, Thinking Maps, Guided Math instruction, RTI models, ELD and strategies to support students with disabilities.</p>	<ul style="list-style-type: none"> <li>• School leader Classroom observation</li> <li>• School leader supervision of instruction plans</li> <li>• Professional Development Plans</li> <li>• Growth plans for educators</li> </ul>
<p><b>1.5 Increase effectiveness of teacher collaboration time</b></p>	<p>Train teachers in Professional Learning Communities</p> <p>Develop protocols to support teachers in strategically analyzing student data to inform instruction in mathematics.</p>	<ul style="list-style-type: none"> <li>• PD agendas on PLC and Data Analysis</li> <li>• PLC content meeting agendas and action steps</li> </ul>

<b>1.6 Data Driven Instruction.</b>	<p>Provide teachers professional development in how to interpret student data in order to drive instructional decision-making.</p> <p>Teachers will analyze student performance in the three Math Claims</p> <p>Teachers will analyze student data to identify learning gaps, instructional gaps and other areas of student need.</p> <p>Set SMART goals that are “(1) Strategically aligned with school and district goals, (2) Measurable, (3) Attainable, (4) Results-oriented (that is requiring evidence of higher levels of student learning in order to be achieved), and (5) Time bound.” (Dufour, &amp; Marzano, 2011, p. 24)</p>	<ul style="list-style-type: none"> <li>• Student performance on the ICAs and Block assessments.</li> <li>• Various protocols design to guide an objective analysis of data within schools or departments.</li> <li>• Evidence of SMART goals</li> </ul>
<b>Goal 2: Raise community awareness of the importance of Math.</b>		
<b>Strategy</b>	<b>Action</b>	<b>Indicator of Implementation</b>
<b>2.1 Develop family-friendly resources to help parents understanding the Common Core State Standards and the International Baccalaureate program.</b>	<p>Provide resources to parents in ELA education (in English and Spanish) – explain the International Baccalaureate program and connection to the CCSS.</p>	<ul style="list-style-type: none"> <li>• Dissemination of parent resources</li> <li>• Resources added to the website for easy access.</li> </ul>
<b>2.3 Increase parent awareness of the current CA State Standards and IB instruction and to provide parents the tools to be able to support their child at home.</b>	<p>Schedule “Parent Learning Walks” to share ELA strategies that they can then work on at home with their students.</p>	<ul style="list-style-type: none"> <li>• Invitation to parents</li> <li>• Add Common Core and IB program information and strategies on the school’s website for easy access.</li> </ul>

**Goal 3: Provide Intervention Supports and Opportunities to Support Students in Math Achievement**

Strategy	Action	Indicator of Implementation
<b>3.1 Identify students who scored at “nearly met” to “met” or “exceeded” and support them during the regular day instructional program.</b>	Teachers will develop specific lessons for students who scored at “nearly met” addressing their area of need in the four Math claims.	<ul style="list-style-type: none"> <li>• Student performance on the ICAs and Block assessments.</li> <li>• Classroom observations</li> <li>• Review of student work samples.</li> <li>• IB units that integrate focus instructional practices</li> </ul>
<b>3.2 Students who “nearly met” proficiency in Math will attend Saturday Intervention and Tuesday extended intervention program.</b>	Saturday courses and extended intervention courses will target the four claims as listed above.	<ul style="list-style-type: none"> <li>• Student performance on the ICAs and Block assessments.</li> <li>• Classroom observations</li> <li>• Review of student work samples.</li> <li>• IB units that integrate focus instructional practices</li> </ul>

**Goal 4: Integration of Technology to develop student Typing Skills and Familiarity with the SBAC Testing Platform**

<b>4.1 Students will practice typing</b>	Typing Games (Kids-Friendly): <a href="http://www.freetypinggame.net/play.asp">http://www.freetypinggame.net/play.asp</a> Students will type reports and other projects using word. Students will have access to Google Classroom and Edmodo	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Performance on the written parts of the Interim Comprehensive Assessments (ICA) and Interim Assessment Blocks (IAB)</li> </ul>
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<b>4.2 Administer the Interim Comprehensive Assessments to expose students to the testing platform</b>	Student will take the Interim Comprehensive Assessments three times a year.	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Performance on the written parts of the Interim Comprehensive Assessments (ICA) and Interim Assessment Blocks (IAB)</li> </ul>
<b>4.3 Technology Use Within the Math Department</b>	Math teachers will utilize available technologies including laptop carts to drive instruction, increase student engagement, and empower students to better understand mathematical concepts. Professional development will be available to assist teachers in incorporating and using technology to deliver instruction and provide additional access to content/media electronically.	<ul style="list-style-type: none"> <li>• Inform parents about the technology-based resources that are available to their children and will be provided access to those resources.</li> </ul>

## C. STUDENT POPULATION TO BE SERVED

Prepa Tec - Los Angeles is a Los Angeles Unified School District independent public charter school that serves students from grades 6<sup>th</sup> through 8<sup>th</sup> grades. Prepa Tec - Los Angeles has been envisioned as a public institution to address the urgent need to provide a rigorous curriculum through the International Baccalaureate Program providing opportunities for our students in the community of the City of Huntington Park; City of Cudahy and Bell to the East; unincorporated Walnut Park and Los Angeles to the West; and to the South the City of South Gate. While this target community has many municipal jurisdictions, it is essentially and demographically the same community.

Prepa Tec – Los Angeles is a school that models the lessons of the International Baccalaureate curriculum of inclusiveness and recognition of a common humanity. With this model in mind, we continue to be a school that serves one and all that walk through our doors. We continue to serve a representation of the ethnically, culturally and socio-economically diverse populations of Los Angeles County and the contiguous and adjacent Southeast cities of South Gate, Walnut Park, Huntington Park, Bell and Cudahy. The Charter School attracts students from many surrounding cities encompassing private and public school students that prefer a learning experience in a non-traditional, personalized learning environment that focuses on academics, character-development and creating world citizens.

### Student Background, Interests and Challenges

Based on student enrollment numbers for 2017-18, which are typical for most school years, most students, 62.5%, come from surrounding schools that have lower academic performance gains (*Cde.ca.gov Dataquest 2017* <https://caaspp.cde.ca.gov/sb2017>). Additionally,

these students come from schools that are much bigger than PTLA, 1144 student average. The balance of the total student population, 37.5%, come from Academia Moderna charter school, a school in the APS family of schools where all students have already been taught the lessons of the IB.

Our challenges are twofold, we have to both bring all students up to grade level and beyond, and we also have to acculturate new and current students in the lessons of the IBMYP.

Map 1: PTLAMS Student Area



Prepa Tec serves all types of learners. In our last four years we received a high percentage of students coming from low performing and overcrowded schools, as well as Title I students at 89%.

Our enrollment at capacity will be five hundred and four (504) students in grades sixth through eighth (6-8). Each grade will consist of one hundred and sixty-two students. The table below illustrates our enrollment plan.

Table 13: Enrollment Plan

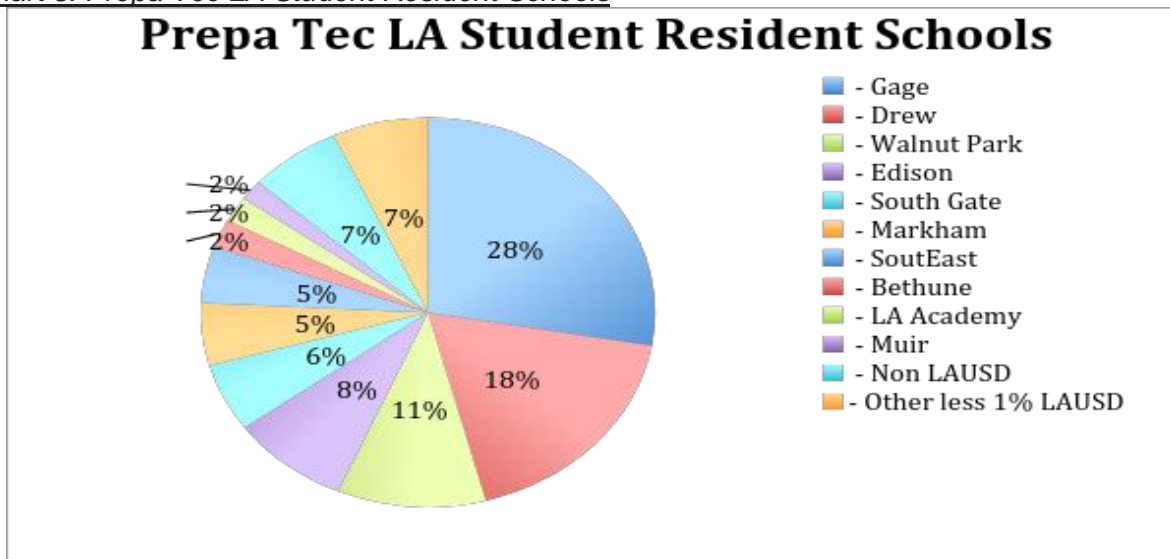
	Y1 - 2018	Y2 - 2019	Y3 - 2020	Y4 - 2021	Y5 - 2022
Grade 6	162	162	168	168	168
Grade 7	162	162	168	168	168
Grade 8	162	162	168	168	168
	486	486	504	504	504

*Alta Data 2017*

## Community Educational Profile

Prepa Tec – Los Angeles students are those that enjoy the experience of an academically rigorous program, small classes, strict character education, and an international approach to learning. Our students come from more than ten surrounding middle schools, depicted in the table below, with varied educational programs and academic performance levels.

*Chart 5: Prepa Tec LA Student Resident Schools*



On average, our students will arrive from middle schools that are over-crowded with a high of 1,996 students and an average of 1,144 students. In addition, our students arrive from Title I schools with a vast majority of Latino/Hispanic students and a 23% percent average of English Language Learners. The middle schools with the closest proximity to our potential facility are Edison, Drew, Gage, South Gate and Southeast middle schools.

**Table 14: Prepa Tec - Los Angeles Demographics**

School	Enrollment	African American not Hispanic	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	Two or More Races	Free & Reduced Price Meals	Enrollment Used for Meals
PREPA TEC - Los Angeles	427	2 (0.5%)	2 (0.5%)	0 (0.0%)	0 (0.0%)	392 (91.8%)	0 (0.0%)	30 (7.0%)	1 (0.2%)	401 (93.9%)	427
Henry T. Gage Middle	1,685	6 (0.4%)	0 (0.0%)	2 (0.1%)	1 (0.1%)	1,661 (98.6%)	0 (0.0%)	13 (0.8%)	0 (0.0%)	1,549 (91.9%)	1,685
Charles Drew Middle	862	147 (17.1%)	1 (0.1%)	0 (0.0%)	0 (0.0%)	705 (81.8%)	0 (0.0%)	7 (0.8%)	2 (0.2%)	791 (91.8%)	862
Walnut Park Middle A School of Social Justice and	525	1 (0.2%)	0 (0.0%)	1 (0.2%)	0 (0.0%)	517 (98.5%)	0 (0.0%)	5 (1.0%)	1 (0.2%)	469 (89.3%)	525
Thomas A. Edison Middle	1,208	43 (3.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1,160 (96.0%)	0 (0.0%)	2 (0.2%)	3 (0.2%)	1,140 (94.4%)	1,208
Edwin Markham Middle	762	173 (22.7%)	0 (0.0%)	2 (0.3%)	1 (0.1%)	580 (76.1%)	0 (0.0%)	4 (0.5%)	1 (0.1%)	702 (92.1%)	762
Mary McLeod Bethune Middle	1,132	153 (13.5%)	0 (0.0%)	1 (0.1%)	1 (0.1%)	970 (85.7%)	0 (0.0%)	5 (0.4%)	2 (0.2%)	1,037 (91.6%)	1,132
Los Angeles Academy Middle	1,241	115 (9.3%)	1 (0.1%)	1 (0.1%)	0 (0.0%)	1,117 (90.0%)	0 (0.0%)	3 (0.2%)	4 (0.3%)	1,114 (89.8%)	1,241
John Muir Middle	939	143 (15.2%)	4 (0.4%)	4 (0.4%)	2 (0.2%)	760 (80.9%)	0 (0.0%)	15 (1.6%)	6 (0.6%)	815 (86.8%)	939

Cde.ca.gov Dataquest 2017

Prepa Tec Los Angeles <http://dq.cde.ca.gov/dataquest/DQReports.asp?CDSType=S&CDSCode=19647330127936&IPage=d>

Henry T. Gage Middle <http://dq.cde.ca.gov/dataquest/DQReports.asp?CDSType=S&CDSCode=19647336061469&IPage=d>

Charles Drew Middle <http://dq.cde.ca.gov/dataquest/DQReports.asp?CDSType=S&CDSCode=19647336057962&IPage=d>

Walnut Park Middle <http://dq.cde.ca.gov/dataquest/DQReports.asp?CDSType=S&CDSCode=19647330126458&IPage=d>

Thomas A. Edison Middle <http://dq.cde.ca.gov/dataquest/DQReports.asp?CDSType=S&CDSCode=19647336061444&IPage=d>

Edwin Markham Middle <http://dq.cde.ca.gov/dataquest/DQReports.asp?CDSType=S&CDSCode=19647336061527&IPage=d>

Mary McLeod Bethune Middle <http://dq.cde.ca.gov/dataquest/DQReports.asp?CDSType=S&CDSCode=19647336058143&IPage=d>

Los Angeles Academy Middle <http://dq.cde.ca.gov/dataquest/DQReports.asp?CDSType=S&CDSCode=19647336115794&IPage=d>

John Muir Middle <http://dq.cde.ca.gov/dataquest/DQReports.asp?CDSType=S&CDSCode=19647336058176&IPage=d>

To properly outline and compare our performance, we must first determine where would our students “otherwise have been required to attend” or similarly, which are our Resident Schools to be compared. As determined by LAUSD’s Resident School Identifier, our two graphs below indicate our top five (5) Resident Schools and the total compilation of Resident Schools. These five schools are Henry T. Gage, Charles Drew, Walnut Park, Thomas A. Edison, and South Gate Middle Schools.

**Table 15: Top Five Resident Schools**

Top Five Resident Schools				
Gage	Drew	Walnut Park	Edison	South Gate
27.8%	18.1%	10.6%	8.5%	5.7%

Cde.ca.gov Dataquest 2017

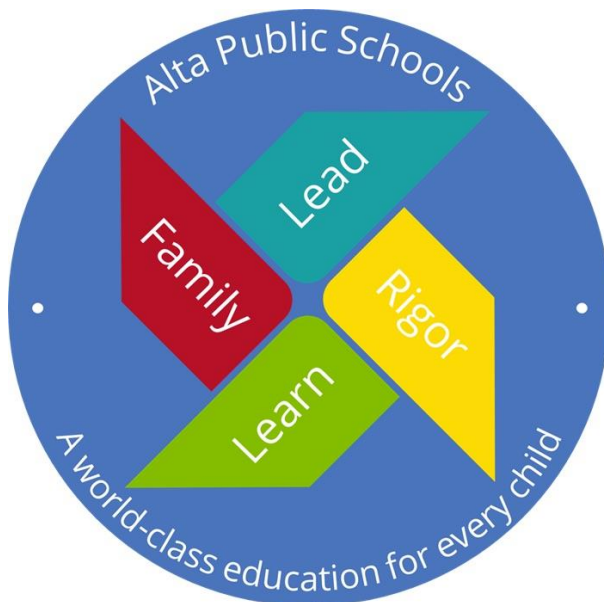


These five schools described constitute almost 71% of our student population with the smaller balance of students coming from a variety of Resident Schools in Southeast and South Los Angeles. These other schools include Edwin Markham, Southeast, Mary M. Bethune, LA Academy, John Muir and an even smaller percentage of numerous non-LAUSD and LAUSD schools, respectively.

The target community will continue to be from where our students come from, which is a three mile radius circle bounded by the City of Cudahy in the East; unincorporated Walnut Park in the North; and the South and West portions of the City of South Gate. While this target community has many municipal jurisdictions, it is essentially and demographically the same community. The schools above represent schools that our students would otherwise attend if they were not at Prepa Tec - Los Angeles. All students' Resident Schools were identified by address and by LAUSD's Resident School finder. The LAUSD data indicates that eighty-two percent (82%) of our students come from surrounding LAUSD schools, 7% are Non LAUSD and 7% represent other schools less than 1% LAUSD equals a total of 96% and the remaining 4% are students from other areas. As shown above, total enrollment in all schools indicates that Prepa Tec – Los Angeles with 427 students, is in fact the smallest learning community while the largest learning community is South Gate Middle School with a high of 1,996 enrollments. The largest population represented is Hispanic or Latino at 99.3%, which is PTLA. Free and Reduced ranges from 83% to 93%, PTLA's Free and Reduced is at 83.9%. Prepa Tec - Los Angeles is the only school that offers an International Baccalaureate Program.

## D. GOALS AND PHILOSOPHY

### Our “WHY”





Embedded in Prepa Tec – Los Angeles and Alta Public Schools’ brand is our purpose or our “why” - to open the doors of opportunity to all students of need through a world-class education - which is overlaid by our vision, mission and our objectives for each school. We:

LEAD Always - is inclusive leadership; we listen first, provide the tools for success, and measure for accountability.

RIGOR Always - in learning, communication, finances, operations, growth, and culture.

FAMILY Always - in all we do; we take care and investment in people.

LEARN Always - is introspection and dedication to the learning process.

### **Vision**

Our vision for Prepa Tec - Los Angeles and APS is to create a center of transformative higher learning for all students in Southeast Los Angeles where they learn to exceed expectations, to be self-aware and aware of others, to be responsible, inquisitive, prepared, passionate, inspired, engaged, independent, and love to have fun.

Prepa Tec - Los Angeles will be a school where authentic partnerships for continuous improvement between teachers, parents, community and students are authentic, and seek to prepare each student in grades nine through twelve for the challenges of the 21<sup>st</sup> century.

Prepa Tec - Los Angeles will be a model U.S. school of lifelong learning where all staff cultivate, model, nurture, and promote our organizational values of real-world learning and application, servant leadership, inclusiveness, discovery, continuous improvement and accountability through the International Baccalaureate Middle Years Program (IBMYP).

### **Mission and Objectives**

Prepa Tec - Los Angeles’ mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21<sup>st</sup> century. We will fulfill our mission with:

#### **1. High Academic Achievement**

- Students develop a deep understanding, mastery and application of important concepts that propel inquisitive lifelong learning and will reach high levels of academic achievement

#### **2. Standards-based Instruction**

- Provide a school model where students acquire and practice a range of essential skills that are CA Common Core State Standards based

- Implement the College Prep-IBMYP/DP scope and sequence, merging the Common Core State Standards (CCSS) and district policies, to develop and use the best instructional practices that meet the varied needs of all students
3. Positive Student Character Development
- Conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB program is implemented
  - Provide a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the College Prep-International Baccalaureate Middle Years and Diploma Programme is implemented
4. Community Participation
- Provide a space where students have the opportunity for involvement in responsible actions and social service in their local and world community
  - Implementing the IBMYP, which “focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development” with the assistance of staff, parents, and the larger community

### **School-wide Goals**

To establish a community of 21st century learners where each one of our members feels invited and welcomed to a school culture where they feel safe, supported, motivated, and challenged to achieve and thrive academically, socially, and emotionally. At Prepa Tec - Los Angeles we aim to implement the International Baccalaureate Program with fidelity. Using internal measurements and standardized test scores annually by at least 10 percentile points above LAUSD’s schools average.

Prepa Tec - Los Angeles continues to use the International Baccalaureate Program design and effective and systematic academic intervention program to provide intensive support for students performing at the “not met” and nearly met” proficiency bands in English Language Arts so that they advance to the next performance level of achievement.

To enable students to become self-motivated, competent, and lifelong learners, we’ll incorporate the following:

### **Teacher Goals**

- Increase standardized test scores over the term of the charter above District’s average
- Design an effective and systematic academic intervention program to provide intensive support for each student performing at the “not met” and “nearly met” proficiency bands in English Language Arts and Mathematics so that our students advance to the next level of academic achievement.
- Support every student to develop the academic competencies of a 21st century educated global learner to succeed in middle school, high school and college.

- Improve students' writing competencies through the use of technology across content areas as they pursue grade-level benchmarks, delve into self-selected research projects, and develop confidence in their oral presentation skills of written/multimedia projects.
- Implement ongoing opportunities to collaborate with peers, develop and implement effective instructional practices to address data-driven student needs.

#### Administrative Goals

- Provide our teachers with the Professional Development and support needed to continue the implementation of Common Core State Standards and the IBMYP with fidelity.
- Increase parental and legal guardians' participation and involvement in our school through planned activities and encouraged volunteering of 3-4 hours per month (for families who cannot donate time to participate in the classroom, other family members can volunteer). Parent and guardian volunteering shall not require a parent or legal guardian of a student to perform volunteer service hours, 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.
- Further build Prepa Tec - Los Angeles' knowledge base on research of effective leadership, and reviewing the following questions to strengthen and build our educational practices (Jacobs, H. 2016)
  - What effects does successful leadership have on student learning?
  - How should the competing forms of leadership visible in the literature be reconciled?
  - Is there a common set of "basic" leadership practices used by successful leaders in most circumstances?
  - What else, beyond the basics, is required for successful leadership?
  - How does successful leadership exercise its influence on the learning of students
- Providing opportunities to grow in our educational leadership, such as with the Harvard Advanced Educational Leadership Program currently attended by Xavier Reyes and Barry Baxter.
- Align what is learned to application, as described by Pellergrino and Hilton, 2012, as the process through which leaders become capable of taking what was learned in one situation and applying it to new situations - in other words, learning for transfer or learning to recognize when a new problem or situation is related to what they have previously learned, and they can apply their learned knowledge and skills to solve problems or issues.

## E. TO BE EDUCATED IN THE 21ST CENTURY

Alta Public Schools and Prepa Tec - Los Angeles believe that educated citizens of the 21st century must have global awareness and a solid foundation in science, math, history and literature and language arts. With such knowledge Prepa Tec - Los Angeles students will be able to keep up with the rapid growth of science and technology, as well as being able to contextualize and understand its global implications and interconnectedness. Through the study of these traditional disciplines, the curriculum accentuates the interrelatedness of core subjects and advances a holistic view of learning.

A well-educated person in the 21st Century is one who continuously strives to develop and improve cognitive, affective and metacognitive skills and knowledge. Prepa Tec - Los Angeles believes that well-educated individuals are intrinsically motivated to seek out new ideas and information from a variety of perspectives. A 21st Century education reflects the rapid, and often unpredictable, changes in our world. A well-educated person has the skills and knowledge to adapt, the ability to collaborate and effectively communicate in more than one language. Therefore, promoting language as a value plus and ensure that students value their home language, as well as to aspire to learning other languages.

Prepa Tec - Los Angeles strives to educate citizens of the 21st Century by implementing the International Baccalaureate Middle Years Program. The IBMYP program offers a framework for educating the whole person by asking students to consider the issues of the world and the knowledge and skills developed in the classroom in order to act upon opportunities for learning. The IBMYP program asks the student to consider issues and problems in their widest scope and to realize that good solutions often draw upon insights one has acquired from various sources. This means facilitating our students to recognize relationships between school subjects and the world outside. Further providing Prepa Tec - Los Angeles students to learn to combine relevant knowledge, experience and critical thinking skills to solve authentic problems.

Educated persons of the 21st century have a love of learning that will enable them to be lifelong independent learners, so they can adapt quickly and easily to changes in core knowledge. They must be able to work productively and cooperatively in a multicultural environment. By encouraging students to consider multiple perspectives and intercultural awareness, tolerance, respect and empathy are fostered. In addition, Prepa Tec - Los Angeles must be an effective language user adept at writing and speaking, and they must be committed to the intellectual virtues of objectivity, respect for the truth, social and moral awareness.

Within this context, Prepa Tec - Los Angeles believes that a truly educated person in the 21<sup>st</sup> Century must possess the following skills and attributes:

1. High Academic Proficiency: the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas.
2. Communication Skills: the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.

3. Research Skills: the aptitude to access, process, manage, interpret, question, validate, and act upon information.
4. Technological Proficiency: the knowledge of the software and hardware required to research and present information in a variety of media.
5. College and Career Readiness: In addition to academic preparation, students must have consistent access to college and career counseling, as well as opportunities to explore higher-Ed options through college days/nights and college and career fairs for the community.
6. Interpersonal Skills: the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
7. Intrapersonal Skills: the ability to be aware of one's own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to achieve growth.
8. Innovation: the ingenuity to creatively solve problems, makes connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).
9. Tolerance: the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.
10. Curiosity: the capacity to recognize personal inquiries and identify individualized learning goals accordingly.

Prepa Tec - Los Angeles believes that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills that will enable our students to find workable solutions to these kinds of problems.

The foundation of the IBMYP is to build and sustain the crucial skills and knowledge in order to thrive in the 21st century. The Approaches to Learning Skills and the Learner Profile attributes are embedded within all subject areas each year of the program, as detailed below.

### **Approaches to Learning Skills**

- *Communication:*
  - Exchanging thoughts, messages and information effectively through interaction
  - Reading, writing, speaking, listening and using language to gather and communicate information
- *Thinking:*
  - Critical Thinking: analyzing and evaluating issues and ideas
  - Creativity and Innovative Thinking: developing skills and ideas that never existed before
  - Transfer: utilizing skills and knowledge in multiple contexts
- *Research:*

- Information Literacy: finding, interpreting, judging and creating information
- Media Literacy: interacting with media to use and create ideas and information
- *Self-Management:*
  - Organization Skills: managing time and tasks effectively
  - Affective Skills: managing state of mind
  - Reflection: considering and reconsidering what has been learned
- *Social:*
  - Collaboration Skills: working effectively with others

### **College and Career Readiness**

Central to our belief that a well-educated person in the 21st century must be college and career ready, we emphasize and support student, college and career learning and awareness continuing in 6th through 8th grade. Students along with their families take field trips to local universities; as well as to local businesses and other learning communities. While the work and college discussion begins in the earliest years, the entire school carries out these practices. In addition, all courses and instruction are planned and implemented for students to gain the foundational skills, transcripts, and test scores and the personal ambition - necessary to enter college preparatory middle and high schools.

### **Use of Technology integration**

Additionally, aligned with our philosophy that a well-educated person in the 21st century must be technologically savvy and in response to the Common Core State Standards in Literacy in Technical Subjects, students apply their literacy skills to enhance their learning. This course involves the use of computer technology to generate solutions to real world problems or tasks. Projects require students to demonstrate their ability to use technology for research, critical thinking, problem solving, decision-making, communication, creativity and innovation. Students specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, e-mail, social media and applications for presentations and graphics. Additionally, students understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship.

## **F. HOW LEARNING BEST OCCURS**

Prepa Tec - Los Angeles will apply the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

*“Excellent teachers know they need order and a plan, and they always make their expectations clear” — Dr. Lorraine Monroe*

Prepa Tec - Los Angeles believes that learning best occurs in a small, safe, student-centered environment where diverse thinking is valued and where risk-taking is

supported. Our beliefs on how learning best occurs are based on research on current best practices for teaching and learning developed from highly effective charter schools across the country. This approach builds students' character and encourages them to be literate, critical thinkers. We believe that the implementation of the IB program is critical in guiding students to make connections between different subject areas and the world around them.

Prepa Tec - Los Angeles is a small school with relatively low student-to-teacher ratios. We have a 27:1 student to teacher ratio. As such, learning best occurs when schools are small. Research has shown that second only to socioeconomic status, school size is the most significant predictor of student success (Klonsky, 1998). Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced (Raywid, 1998). The enhanced social relationships of small school environments affects student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict (Gladden, 1999). Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates (Fine, 1998).

At Prepa Tec - Los Angeles learning opportunities will be differentiated to meet the needs of individual students, yet structured so that students are guided to meet clear learning objectives. All students learn best when academic and behavioral expectations are clearly set, frequently reinforced and aligned to benchmarks of college readiness. The teacher's role will be to set and maintain high expectations for all students while implementing direct instruction and facilitating inquiry to ensure that every child works toward grade-level mastery.

Learning best occurs when specific learning targets convey to students the destination for the lesson – what to learn, how deeply to learn it, and exactly how to demonstrate their new learning. In our estimation (Moss & Brookhart, 2009) and that of others (Seidle, Rimmale, & Prenzel, 2005; Stiggins, Arter, Chappuis, & Chappuis 2009), the intention for the lesson is one of the most important things students should learn. Without a precise description of where they are headed, too many students are “flying blind.” (Moss, Brookhart, Long (20 Knowing Your Learning Target. Educational Leadership. 68 (6). Pp. 66-69). Prepa Tec - Los Angeles will apply the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

Learning best occurs when parents participate in the educational program, and small schools are more likely to encourage parental involvement (Cotton, 1996). When the US Department of Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parent involvement and students without. Prepa Tec - Los Angeles strives to enhance relationships with parents through a program of parent participation, education about students, and parent educational opportunities in technology and higher educational opportunities.

Learning best occurs in a collaborative environment. Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community is necessary for a successful school. Prepa Tec - Los Angeles also emphasizes cooperative learning for students. Our current educational model further enhances this spirit of collaboration where teaching teams work together to develop IB thematic units and share the implementation of such units between all teachers across grade levels.

Learning best occurs in a climate where there are measurable goals. This "beginning with the end in mind" requires a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. The assessment of student's progress is based on multiple measurement tools looking at the many facets of the learners.

Learning best occurs in a climate of accountability. As Schmoker (1996) so simply states, "What gets measured gets done". Prepa Tec - Los Angeles will provide a continuous collection and application of data for students, parents, teachers, administrators, and Board. By being accountable to each constituency, all charter schools can positively change the climate of accountability in a district (Gil, 1999).

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, "the single most important determinant of student achievement is the expertise and qualifications of teachers." Prepa Tec - Los Angeles will provide a complete program of staff development as outlined below and will participate in selected staff development programs in cooperation with the International Baccalaureate Organization and the Los Angeles Unified School District.

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st century.

Learning best occurs when students are immersed in an educational environment that honors their cultural heritage. Enduring understanding occurs when content instruction includes cultural learning as well. (Lessow-Hurley, 2000).

Learning best occurs when children are known and understood as individuals. We believe that each child's learning journey needs to start from the individual starting point, including the learner's existing knowledge and socio-economic background and cultural heritage.



## **G. LCFF STATE PRIORITIES**

As per the requirements of Education Code § 47605(b)(5)(A)(ii), including: Prepa Tec - Los Angeles' annual goals, for all pupils (i.e., school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d) by the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as it may be amended from time to time. Please see the "LCFF State Priorities" template provided below. This partial template provides the layout for one goal; repeat the same template layout for each goal in order to create a complete LCFF table. Description of the Prepa Tec - Los Angeles' specific annual actions the school will take to achieve each of the identified annual goals.

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

The following chart details the school's annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

Table 16: PTLAMS LCAP SUMMARY

LCFF STATE PRIORITIES	
GOAL #1	
<p><b>Basic Services</b></p> <p><b>A.</b> <i>The quality of teachers has an impact on student success. Prepa Tec Los Angeles MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom</i></p> <p><b>B.</b> <i>Pupils at PTLAMS have 100% access to the standards-aligned instructional materials;</i></p> <p><b>C.</b> <i>School facilities are maintained in good repair.</i></p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1x      <input type="checkbox"/> 4 x      <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 x      <input type="checkbox"/> 5      <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3      <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> <li>• <i>Review to ensure that all teachers are fully credentialed. Prepa Tec Los Angeles MS will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</i></li> <li>• <i>CCSS training will be embedded into professional development meetings. Professional development will be measured through teacher observations, interim comprehensive assessment (ICA) student performance, and through review of student work samples.</i></li> <li>• <i>Professional Development will be measured through review of teacher credentials and will be reported in the yearly SARC report documentation.</i></li> <li>• <i>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</i></li> <li>• <i>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</i></li> <li>• <i>Implementation of Prepa Tec Los Angeles MS English Learner Plan</i></li> <li>• <i>CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</i></li> <li>• <i>Effective use of multimedia and technology in the classroom</i></li> <li>• <i>Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB)Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</i></li> <li>• <i>Using CC SBAC interim assessments, DORA, ADAM and other Assessment Program</i></li> <li>• <i>Strategies for SWD to access core curriculum in general classroom</i></li> <li>• <i>Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</i></li> <li>• <i>Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</i></li> </ul> <p><i>Prepa Tec - Los Angeles has fully implement the Common Core in Math and ELA by 2016-17. Prepa Tec - Los Angeles has begun the transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year</i></p>	

Expected Annual Measurable Outcomes						
<p><i>Outcome #1: 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification</i></p> <p>Metric/Method for Measuring: Verification of credential/certification using the Commission on Teacher Credentialing, and Prepa Tec - Los Angeles Master Schedule.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
English Learners	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Foster Youth	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students with Disabilities	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
African American Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
African American Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Latino Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students of Two or More Races	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
White Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students of Two or More Races	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
<p><i>Outcome #2: Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter</i></p> <p>Metric/Method for Measuring: Teacher and student materials, purchase orders, invoices, and textbooks and materials in the classrooms.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
English Learners	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%

Socioecon. Disadv./Low Income Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Foster Youth	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students with Disabilities	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
African American Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Latino Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students of Two or More Races	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
White Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
<i>Outcome #3: School facilities are maintained in good repair</i> Metric/Method for Measuring: Facility inspection documents						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
English Learners	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Foster Youth	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students with Disabilities	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
African American Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Latino Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students of Two or More Races	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
White Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%

## LCFF STATE PRIORITIES

### GOAL #2

Implementation of California Common Core State Standards English Language Arts, English Language Development, Mathematics, History and NEXT Generation Science.

Related State Priorities:  
☐ 1x      ☐ 4 x      ☐ 7 x  
☐ 2 x      ☐ 5      ☐ 8 x  
☐ 3      ☐ 6

Local Priorities:  
☐:  
☐:

### Specific Annual Actions to Achieve Goal

*Curriculum is an important component in the effective implementation of CCSS. Prepa Tec - Los Angeles will provide and/or maintain the following:*

- Supplemental curriculum and materials supporting CCSS
- Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.
- Supported by IB program, and protocols.

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving Prepa Tec - Los Angeles' unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.

### Expected Annual Measurable Outcomes

**Outcome #1:** *Implementation of California Common Core State Standards*

**Metric/Method for Measuring:** *Purchase Orders, Professional Development, teacher coaching and support.*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
English Learners	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Foster Youth	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students with Disabilities	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
African American Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	2017-2018	100%	100%	100%	100%	100%

	<b>100%</b>					
Latino Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students of Two or More Races	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
White Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%

**Outcome #2: All students will have access to Materials and Supplies**

**Metric/Method for Measuring:** *Textbooks, materials, lesson plans, professional development*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
English Learners	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Foster Youth	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students with Disabilities	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
African American Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Latino Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
Students of Two or More Races	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%
White Students	2017-2018 <b>100%</b>	100%	100%	100%	100%	100%

**Outcome #3: All students will exhibit Student Academic Achievement-Proficiency**

**Metric/Method for Measuring:** Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure school RtI, setting of goals and academic achievement for student academic achievement. Formative assessment conducted daily during instruction via IB Program and Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	2017-2018 <b>ELA - 28.81%</b>	+2%	+3%	+5%	+8%	+12%

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<i>Math - 13%</i>					
<i>English Learners</i>	<i>2017-2018 ELA - 4.23% Math - 1.39%</i>	+2%	+3%	+5%	+8%	+12%
<i>Socioecon. Disadv./Low Income Students</i>	<i>2017-2018 ELA - 28.81% Math - 13%</i>	+2%	+3%	+5%	+8%	+12%
<i>Foster Youth</i>	<i>2017-2018</i>	+2%	+3%	+5%	+8%	+12%
<i>Students with Disabilities</i>	<i>2017-2018</i>	+2%	+3%	+5%	+8%	+12%
<i>African American Students</i>	<i>2017-2018</i>	+2%	+3%	+5%	+8%	+12%
<i>American Indian/Alaska Native Students</i>	<i>2017-2018</i>	+2%	+3%	+5%	+8%	+12%
<i>Latino Students</i>	<i>2017-2018 ELA - 28.81% Math - 13%</i>	+2%	+3%	+5%	+8%	+12%
<i>Students of Two or More Races</i>	<i>2017-2018</i>	+2%	+3%	+5%	+8%	+12%
<i>White Students</i>	<i>2017-2018 ELA - 20.69% Math - 6.90%</i>	+2%	+3%	+5%	+8%	+12%

## LCFF STATE PRIORITIES

### GOAL #3

**Goal 3:** *Knowing that parents serve a critical role in a student's success, **Prepa Tec Los - Angeles** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.*

Related State Priorities:

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

Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

School will provide ongoing monthly, quarterly and yearly opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

### Expected Annual Measurable Outcomes

**Outcome #1:** Provide parent access to opportunities for participation and input on decision-making

**Metric/Method for Measuring:** Agendas, Parent Sign-in Sheets, and other supporting items.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 100%	100%	100%	100%	100%	100%
English Learners	2017-2018 100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	2017-2018 100%	100%	100%	100%	100%	100%
Foster Youth	2017-2018 100%	100%	100%	100%	100%	100%
Students with Disabilities	2017-2018 100%	100%	100%	100%	100%	100%
African American Students	2017-2018 100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	2017-2018 100%	100%	100%	100%	100%	100%
Latino Students	2017-2018 100%	100%	100%	100%	100%	100%
Students of Two or More Races	2017-2018 100%	100%	100%	100%	100%	100%
White Students	2017-2018 100%	100%	100%	100%	100%	100%



**Outcome #2:**

**Metric/Method for Measuring:** At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 85%	85%	85%	85%	85%	85%
English Learners	2017-2018 85%	85%	85%	85%	85%	85%
Socioecon. Disadv./Low Income Students	2017-2018 85%	85%	85%	85%	85%	85%
Foster Youth	2017-2018 85%	85%	85%	85%	85%	85%
Students with Disabilities	2017-2018 85%	85%	85%	85%	85%	85%
African American Students	2017-2018 85%	85%	85%	85%	85%	85%
American Indian/Alaska Native Students	2017-2018 85%	85%	85%	85%	85%	85%
Latino Students	2017-2018 85%	85%	85%	85%	85%	85%
Students of Two or More Races	2017-2018 85%	85%	85%	85%	85%	85%
White Students	2017-2018 85%	85%	85%	85%	85%	85%

**Outcome #3:**

**Metric/Method for Measuring:** 95% will attend parent-teacher conference.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 95%	95%	95%	95%	95%	95%
English Learners	2017-2018 95%	95%	95%	95%	95%	95%
Socioecon. Disadv./Low Income Students	2017-2018 95%	95%	95%	95%	95%	95%
Foster Youth	2017-2018 95%	95%	95%	95%	95%	95%
Students with Disabilities	2017-2018 95%	95%	95%	95%	95%	95%
African American Students	2017-2018 95%	95%	95%	95%	95%	95%
American Indian/Alaska Native Students	2017-2018 95%	95%	95%	95%	95%	95%

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Latino Students	2017-2018 <b>95%</b>	95%	95%	95%	95%	95%
Students of Two or More Races	2017-2018 <b>95%</b>	95%	95%	95%	95%	95%
White Students	2017-2018 <b>95%</b>	95%	95%	95%	95%	95%

## LCFF STATE PRIORITIES

### GOAL #4

**Goal 4: Prepa Tec - Los Angeles prioritizes student achievement as measured by all of the following:**

- A. Statewide assessments
- B. The percentage of English Learner pupils who make progress toward English proficiency as measured by the ELPAC
- C. English learner reclassification rate
- D. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Related State Priorities:

- ☐ 1      ☐ 4 x      ☐ 7  
☐ 2 x      ☐ 5 x      ☐ 8  
☐ 3      ☐ 6

Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

- Continue professional development activities initiated in 2017-2018 school year focused on CCSS implementation with ELs.
- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.
- *PTLA will incorporate an ELD program that will target students who are struggling with the development of their English Language skills that will include the following goals:*
  - *Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD monitoring templates.*
  - *Use of IBMYP to assist EL students.*
  - *Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SDAIE model.*
  - *Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Reading and Block and the Rosetta Stone Program. Further receiving support with the use of selected computer assisted-learning*

### Expected Annual Measurable Outcomes

**Outcome #1:** English Language Arts- Proficiency

**Metric/Method for Measuring:** ELA SBAC (Smarter Balanced Assessment Consortium) Goal with a minimal goal as follows: 39% Meet/Exceeds Standard (a 40% increase from 28% in 2017)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	28.81% <small>CAASPP 2016-2017 Baseline levels of Performance</small>	+5%	+5%	+5%	+5%	+5%
English Learners	4.23%	+5%	+5%	+5%	+5%	+5%

Socioecon. Disadv./Low Income Students	28.83%	+5%	+5%	+5%	+5%	+5%
Foster Youth	-	+5%	+5%	+5%	+5%	+5%
Students with Disabilities	-	+5%	+5%	+5%	+5%	+5%
African American Students	-	+5%	+5%	+5%	+5%	+5%
American Indian/Alaska Native Students	-	+5%	+5%	+5%	+5%	+5%
Latino Students	29.35%	+5%	+5%	+5%	+5%	+5%
Students of Two or More Races	-	+5%	+5%	+5%	+5%	+5%
White Students	20.69%	+5%	+5%	+5%	+5%	+5%

**Outcome #2: Mathematics Proficiency**

**Metric/Method for Measuring:** SBAC results +5% annual increase for each student. Use of SBAC Interim Assessment increase by 15% per application. Monthly PLC time dedicated to data analysis by both teachers, assistants and support staff to drive planning of instruction.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	13.00%	+5%	+5%	+5%	+5%	+5%
English Learners	1.39%	+5%	+5%	+5%	+5%	+5%
Socioecon. Disadv./Low Income Students	13.23%	+5%	+5%	+5%	+5%	+5%
Foster Youth	-	+5%	+5%	+5%	+5%	+5%
Students with Disabilities	3.57%	+5%	+5%	+5%	+5%	+5%
African American Students	-	+5%	+5%	+5%	+5%	+5%
American Indian/Alaska Native Students	-	+5%	+5%	+5%	+5%	+5%
Latino Students	13.75%	+5%	+5%	+5%	+5%	+5%
Students of Two or More Races	-	+5%	+5%	+5%	+5%	+5%
White Students	6.90%	+5%	+5%	+5%	+5%	+5%

**Outcome #3: English Learners Proficiency**

**Metric/Method for Measuring:** SBAC results for student identified as English Learners +5% increase student academic achievement.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	28.81%	+5%	+5%	+5%	+5%	+5%
English Learners	4.23%	+5%	+5%	+5%	+5%	+5%
Socioecon. Disadv./Low Income Students	28.83%	+5%	+5%	+5%	+5%	+5%
Foster Youth	-	+5%	+5%	+5%	+5%	+5%
Students with Disabilities	0	+5%	+5%	+5%	+5%	+5%
African American Students	-	+5%	+5%	+5%	+5%	+5%
American Indian/Alaska Native Students	-	+5%	+5%	+5%	+5%	+5%

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Latino Students	29.35%	+5%	+5%	+5%	+5%	+5%
Students of Two or More Races	-	+5%	+5%	+5%	+5%	+5%
White Students	20.69%	+5%	+5%	+5%	+5%	+5%
Expected Annual Measurable Outcomes						
<b>Outcome #4:</b> Reclassification of English Learners <b>Metric/Method for Measuring:</b> SBAC proficiency results on SBAC, and reclassification criteria. Reclassifications rate of 30% by incorporation of a daily EL class and a blended learning curriculum to gain greater access to English at a more rigorous level.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	24.8%	+5%	+5%	+5%	+5%	+5%
English Learners	24.6%	+5%	+5%	+5%	+5%	+5%
Socioecon. Disadv./Low Income Students	-	+5%	+5%	+5%	+5%	+5%
Foster Youth	-	+5%	+5%	+5%	+5%	+5%
Students with Disabilities	-	+5%	+5%	+5%	+5%	+5%
African American Students	-	+5%	+5%	+5%	+5%	+5%
American Indian/Alaska Native Students	-	+5%	+5%	+5%	+5%	+5%
Latino Students	24.8%	+5%	+5%	+5%	+5%	+5%
Students of Two or More Races	-	+5%	+5%	+5%	+5%	+5%
White Students	-	+5%	+5%	+5%	+5%	+5%
Expected Annual Measurable Outcomes						
<b>Outcome #5:</b> 100% of Special Education students will meet their IEP goals for the year. <b>Metric/Method for Measuring:</b> SBAC proficiency results on assessments, which includes a greater involvement and collaboration between Specialists, teachers, and assistants in delivery of IEP goals in the general education setting. Along with Specialist involved in PLCs analysis of student needs based on outcomes and narratives shared.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-18 – Met/ Exceeded <i>ELA – 0%</i> <i>Math – 3.57%</i>	+2%	+2%	+2%	+2%	+2%
English Learners	2017-2018	+2%	+2%	+2%	+2%	+2%
Socioecon. Disadv./Low Income Students	2017-2018	+2%	+2%	+2%	+2%	+2%

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Foster Youth	2017-2018	+2%	+2%	+2%	+2%	+2%
Students with Disabilities	2017-2018	+2%	+2%	+2%	+2%	+2%
African American Students	2017-2018	+2%	+2%	+2%	+2%	+2%
American Indian/Alaska Native Students	2017-2018	+2%	+2%	+2%	+2%	+2%
Latino Students	2017-2018	+2%	+2%	+2%	+2%	+2%
Students of Two or More Races	2017-2018	+2%	+2%	+2%	+2%	+2%
White Students	2017-2018	+2%	+2%	+2%	+2%	+2%

## LCFF STATE PRIORITIES

### GOAL #5

*Pupil Engagement as measured by:*

- A. School rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- High school graduation rates (Not applicable)

Related State Priorities:

- ☐ 1      ☐ 4      ☐ 7  
☐ 2X      ☐ 5X      ☐ 8  
☐ 3 X      ☐ 6X

Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

### Expected Annual Measurable Outcomes

**Outcome #1:** School will continue to maintain a high ADA rate above 96%.

**Metric/Method for Measuring:** Attendance Plan of Action, calling home and visiting students by Office Manager and Director Student Services.

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	2017-2018 96%	≥96%	≥96%	≥96%	≥96%	≥96%
English Learners	2017-2018 96%	≥96%	≥96%	≥96%	≥96%	≥96%
Socioecon. Disadv./Low Income Students	2017-2018 96%	≥96%	≥96%	≥96%	≥96%	≥96%
Foster Youth	2017-2018 96%	≥96%	≥96%	≥96%	≥96%	≥96%
Students with Disabilities	2017-2018 96%	≥96%	≥96%	≥96%	≥96%	≥96%
African American Students	2017-2018 96%	≥96%	≥96%	≥96%	≥96%	≥96%
American Indian/Alaska Native Students	2017-2018 96%	≥96%	≥96%	≥96%	≥96%	≥96%
Latino Students	2017-2018	≥96%	≥96%	≥96%	≥96%	≥96%

	96%					
Students of Two or More Races	2017-2018 96%	≥96%	≥96%	≥96%	≥96%	≥96%
White Students	2017-2018 96%	≥96%	≥96%	≥96%	≥96%	≥96%

**Outcome #2:** Chronic absenteeism rates use of SARC, ADA-PowerSchool, CALPADS  
**Metric/Method for Measuring:** Attendance reports and related documents. Frequent and repeated Family contacts in a timely manner by Office Manager and Director Student Services. Attendance contract system when needed.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Socioecon. Disadv./Low Income Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Students with Disabilities	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
African American Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
American Indian/Alaska Native Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Latino Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Students of Two or More Races	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
White Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%

**Outcome #3:** School will decrease dropout rates below baseline number

**Metric/Method for Measuring:** Attendance, reports on where students have gone, including the SARC

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Socioecon. Disadv./Low Income Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	2017-2018	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%



APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
	$\leq 1\%$					
Students with Disabilities	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
African American Students	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
American Indian/Alaska Native Students	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$		$\leq 1\%$
Latino Students	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Students of Two or More Races	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
White Students	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$

## LCFF STATE PRIORITIES

### GOAL #6

*School Climate applicable to the following:*

- A. Pupil suspension rates;
  - B. Pupil expulsion rate; and
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Related State Priorities:

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

Local Priorities:

- ☐:
- ☐:

### Specific Annual Actions to Achieve Goal

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.

### Expected Annual Measurable Outcomes

**Outcome #1:** *Pupil suspension rates below baseline numbers  $\leq 1\%$*

**Metric/Method for Measuring:** SARC Report and pupil suspension report. Fully implementation of restorative Justice model and the overall PBIS system including greater use of SST protocols to look at diverse behavior intervention strategies for incorporation and trial.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
English Learners	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Socioecon. Disadv./Low Income Students	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Foster Youth	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Students with Disabilities	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
African American Students	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
American Indian/Alaska Native Students	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Latino Students	2017-2018 $\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$

Students of Two or More Races	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
White Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%

**Outcome #2:** Pupil expulsion rate below baseline goals of ≤ 1%

**Metric/Method for Measuring:** SARC Report and pupil expulsion report.

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Socioecon. Disadv./Low Income Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Students with Disabilities	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
African American Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
American Indian/Alaska Native Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Latino Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Students of Two or More Races	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
White Students	2017-2018 ≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%

**Outcome #3:** Safety and school connectedness at or above baseline goals 96%

**Metric/Method for Measuring:** Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	2017-2018 96%	96%	96%	96%	96%	96%
English Learners	2017-2018 96%	96%	96%	96%	96%	96%
Socioecon. Disadv./Low Income Students	2017-2018 96%	96%	96%	96%	96%	96%
Foster Youth	2017-2018 96%	96%	96%	96%	96%	96%
Students with Disabilities	2017-2018 96%	96%	96%	96%	96%	96%
African American Students	2017-2018	96%	96%	96%	96%	96%

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
	96%					
American Indian/Alaska Native Students	2017-2018 96%	96%	96%	96%	96%	96%
Asian Students	2017-2018 96%	96%	96%	96%	96%	96%
Filipino Students	2017-2018 96%	96%	96%	96%	96%	96%
Latino Students	2017-2018 96%	96%	96%	96%	96%	96%
Native Hawaiian/Pacific Islander Students	2017-2018 96%	96%	96%	96%	96%	96%
Students of Two or More Races	2017-2018 96%	96%	96%	96%	96%	96%
White Students	2017-2018 96%	96%	96%	96%	96%	96%

## LCFF STATE PRIORITIES

### GOAL #7

*Course access addresses the extent to which pupils have access to and are enrolled in:*

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
- B. Programs and services developed and provided to unduplicated pupils; and  
Programs and services developed and provided to individuals with exceptional needs.

Related State Priorities:

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

Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

### Expected Annual Measurable Outcomes

*Outcome #1: Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs.*

Metric/Method for Measuring: Student Transcripts

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
English Learners	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
Socioecon. Disadv./Low Income Students	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
Foster Youth	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
Students with Disabilities	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
African American Students	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
American Indian/Alaska Native Students	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
Asian Students	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
Filipino Students	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
Latino Students	2017-2018	≥95%	≥95%	≥95%	≥95%	≥95%

	95%					
Native Hawaiian/Pacific Islander Students	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
Students of Two or More Races	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%
White Students	2017-2018 95%	≥95%	≥95%	≥95%	≥95%	≥95%

## H. STUDENTS AS SELF-MOTIVATED LIFELONG LEARNERS

Prepa Tec - Los Angeles will create a culture of independent thinkers and lifelong learners as manifested by the IBMYP required Extended Essay. The Extended Essay provides:

*“Practical preparation for the kinds of undergraduate research required at tertiary level [and] an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.”*

Participation in IBMYP process develops the capacity to analyze, synthesize, and evaluate knowledge. Each of these capacities builds the foundation of the intellectual tools needed to sustain life-long learning. Prepa Tec - Los Angeles students supported through the IBMYP will be able to think, read, write, speak and listen confidently and effectively. They will be fluent in technology, creative in problem solving, literate in scientific and mathematical reasoning, self-motivated and committed to lifelong learning. They will be able to participate in their lives and communities by addressing complex community issues and can communicate capably across race, gender, sexual orientation and class lines.

Consistent with the California Charter Schools Act, these combined goals enable all students to become self-motivated, competent, and lifelong learners. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. Requirements for California Education Code §47605(b)(5)(A)(ii)

## **Prepa Tec - Los Angeles Goals**

### **School-wide Goals:**

To establish a community of 21st century learners where each one of our members feels invited and welcomed to a school culture where they feel safe, supported, motivated, and challenged to achieve and thrive academically, socially, and emotionally. At Prepa Tec - Los Angeles we aim to implement the International Baccalaureate Program with fidelity. Using internal measurements and standardized test scores annually by at least 10 percentile points above LAUSD's schools average.

Continue to use the International Baccalaureate Program design an effective and systematic academic intervention program to provide intensive support for each student performing below the 25th percentile in Language Arts that they advance to the next performance level of achievement.

## **I. INSTRUCTIONAL DESIGN**

The goal of Prepa Tec - Los Angeles is to provide a culturally, linguistically diverse, academically rigorous and socially responsible educational experience for students of all backgrounds and experiences. Higher-level creative and critical thinking skills are developed through a holistic, inquiry-based approach. Prepa Tec - Los Angeles strives to provide opportunities for students to find pride in their own cultural heritage and mother tongue language, as well as others. Our school offers academic excellence through the pedagogical framework of the International Baccalaureate Middle Years Program.

The IB Middle Years Program is an internationally accredited educational program that requires formal authorization by the International Baccalaureate Organization (IBO). This is a rigorous, inquiry-based, concept driven framework that is grounded in global standards for the 21st century. Building and sustaining crucial skills and knowledge in order for all students to thrive in the 21st century is the cornerstone of the IBMYP. Several elements work in concert within the IBMYP to facilitate the high-quality educational experience for students: Key Concepts, Objectives and Assessment Criteria, the Approaches to Learning Skills, and the Learner Profile attributes.

The IBMYP organizes teaching and learning through eight subject groups:

- **Language and Literature:** Students develop skills in six areas; listening, speaking, reading, writing, viewing and presenting in their primary language.
- **Language Acquisition:** The acquisition of a second modern language provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world.

- **Individuals and Societies:** Individuals and societies incorporates disciplines traditionally studied in the humanities, as well as disciplines in the social sciences opening a gateway to integrated global awareness.
- **Sciences:** Sciences framework encourages students to investigate issues through research, observation and experimentation, working independently and collaboratively.
- **Mathematics:** Mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world beyond school.
- **Arts:** Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas.
- **Physical and Health Education:** Physical and health education empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices.
- **Design:** Design is present in the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. MYP design uses the design cycle as a way to structure inquiry and analysis of problems, the creation of solutions, as well as testing and evaluation of the solution. Solutions can be models, prototypes, products or systems that students have developed and created independently.

MYP Year 1/ 6th Grade	MYP Year 2/ 7th Grade	MYP Year 3/ 8th Grade
Language & Literature/ ELA	Language & Literature/ ELA	Language & Literature/ ELA
Individuals & Societies/ Social Studies	Individuals & Societies/ Social Studies	Individuals & Societies/ Social Studies
Sciences	Sciences	Sciences
Design	Design	Design
Language Acquisition/ World Language	Language Acquisition/ World Language	Language Acquisition/ World Language
Arts	Arts	Arts
Mathematics	Mathematics	Mathematics
Physical & Health Education	Physical & Health Education	Physical & Health Education



## Key Concepts in IBMYP

The IBMYP identifies 16 key concepts to be explored across the curriculum. These key concepts, shown below, represent understandings that reach beyond the eight IBMYP subject groups from which they are drawn.

*Table 17: IBMYP Subject Groups*

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

*Alta Public Schools IBMYP Director 2017*

Teachers use key concepts from their own subject group(s)—as well as key concepts from other subject groups—to plan disciplinary and interdisciplinary units of inquiry. Teachers identify one key concept that drives the unit’s development.

The following broad descriptions apply across subject groups, and IBMYP subject guides suggest further subject-specific understandings. These concepts are not only “key” in the sense of being important; they also provide a key—a way into a body of knowledge through structured and sustained inquiry. They place no limits on breadth of knowledge or on depth of understanding, and therefore provide access to every student, regardless of individual aptitudes and abilities. Inquiry into IBMYP key concepts will further develop (and lead to debate on) the meaning of these significant ideas.

- **Aesthetics** deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.
- **Change** is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
- **Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or nonverbal).
- **Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing

particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

- **Connections** are links, bonds and relationships among people, objects, organisms or ideas.
- **Creativity** is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.
- **Culture** encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behavior created by human communities. The concept of culture is dynamic and organic.
- **Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements.
- **Form** is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
- **Global interactions**, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
- **Identity** is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.
- **Logic** is a method of reasoning and a system of principles used to build arguments and reach conclusions.
- **Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.
- **Relationships** are the connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.
- The intrinsically linked concept of **time, space and place** refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).
- **Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

*Table 18: IBMYP Objectives and Assessment Criteria*

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing & Understanding	Developing Skills	Thinking Creatively	Responding
Design	Inquiring and Analyzing	Developing ideas	Creating the solution	Evaluating
Individuals & Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
Language & Literature	Analyzing	Organizing	Producing Text	Using Language
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Physical & Health Education	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary	Disciplinary Grounding	Synthesizing and applying	Communicating	Reflecting

*IBMYP 2017*

## **Approaches to Learning (ATL) Skills**

Approaches to Learning focuses on giving students the tools to take responsibility for their own learning. These skills include planning, organizing and teaching skills and practices that students require to become successful learners and global citizens, while building on prior knowledge. Approaches to Learning (ATL) Skills are taught and practiced in each subject area daily. During unit development, teachers indicate the specific ATL skills they will target in each unit. It is imperative that students learn not only generic tools for inquiry, but those that are subject-specific skills as well as. A well-defined ATL framework will help develop the attitudes needed to make learning effective.

### *1. Communication*

- a. Exchanging thoughts, messages and information effectively through interaction
- b. Reading, writing, speaking, listening and using language to gather and communicate information

### *2. Thinking*

- a. Critical Thinking: analyzing and evaluating issues and ideas
  - b. Creativity and Innovative Thinking: developing skills and ideas that never existed before
  - c. Transfer: utilizing skills and knowledge in multiple contexts
- 3. *Research*:
  - a. Information Literacy: finding, interpreting, judging and creating information
  - b. Media Literacy: interacting with media to use and create ideas and information
- 4. *Self-Management*
  - a. Organization Skills: managing time and tasks effectively
  - b. Affective Skills: managing state of mind
  - c. Reflection: considering and reconsidering what has been learned
- 5. *Social*:
  - a. Collaboration Skills: working effectively with others

### **IB Learner Profile Attributes**

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

#### **Inquirers**

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

#### **Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

#### **Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

#### **Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

#### **Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

#### **Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and

communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### **Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### **Risk-takers**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### **Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.

### **Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Timetable for the IBO application process**

The IBO must officially authorize any school wishing to offer the Middle Years Program to its students. Authorization is granted to schools that successfully complete the application process, by which schools present detailed plans and evidence that they are prepared and equipped to offer the MYP. This application process has three phases, the duration of which may vary slightly from region to region. Typically, schools take somewhere between 3-5 years to reach the status as an Authorized World School. If successful, the application process results in the authorization of the school. We shall adhere to our plan, as defined by our budget and Board, as follows:

### Table 19: 2018-2023 Timetable for the Application Process

Prepa Tec – Los Angeles has completed the two critical phases to becoming an IB authorized World School. PTLA is currently pending completion of the third phase to receive authorization in March 2018. The fourth phase will be assigned upon passage of the third phase.

Phase	Description	Time	Actions
<b>Consideration Phase:</b> feasibility study and identification of resources	First begins with the first contact with the regional office, continues through the various listed activities, and concludes with the school making an informed decision to pursue an application. The school sends the PYP application form part A, supporting documentation and application fee to the regional office to request candidate school status and to start implementing the program on a trial basis.	2013/ 2014  2014/ 2015	<ul style="list-style-type: none"> <li>• Purchase relevant publications from sales and marketing department, IBCA.</li> <li>• Head of school/ principal/ others attend MYP introductory workshop.</li> <li>• Identify potential MYP coordinator.</li> <li>• Gain support from APS superintendent, board of governors, head of school, teachers, parents (as applicable).</li> <li>• Start professional development activities in house.</li> <li>• Develop curriculum documentation for the trial implementation period.</li> <li>• After consultation with the regional office, visit an IB World School authorized to offer the MYP.</li> <li>• Submit MYP application for candidacy form (part A) and supporting documents.</li> </ul>
<b>Candidate Phase:</b> trial implementation period	This phase assumes that there is an understanding of the requirements of the program and a positive commitment to seek authorization. The school develops and implements a school- wide program of inquiry with corresponding curriculum documents. This phase involves the preparation of the MYP application for Candidacy form (part B) and required supporting documentation. A pre-authorization consultation visit by representative(s) of the IBO is required and may occur during this phase.	2015/ 2016  2016/ 2017	<ul style="list-style-type: none"> <li>• MYP coordinator/teachers/others attend MYP regional workshops and/ or the school hosts an in-school workshop with IBO-approved trainers.</li> <li>• Engage with inquiry across the curriculum and develop scope &amp; sequence.</li> <li>• Continue to develop appropriate curriculum documents to support the implementation of the program.</li> <li>• Prepare application materials using the MYP school guide to the authorization visit.</li> <li>• A pre-authorization/consultation visit may take place (discretion of the regional office).</li> <li>• Teachers begin implementing MYP units, assessments and an inquiry-based approach to teaching and learning</li> </ul>
<b>Authorization Phase:</b> Approved as an IB World School	This phase happens once the school has submitted the Application for Authorization stating that the school is ready and prepared to function as an Authorized IB World School.	2017/ 2018	<ul style="list-style-type: none"> <li>• The IB visits the school to verify that the IB's educational principles and required standards and practices are in place and that the school is prepared to become an IB World School.</li> <li>• If the school's application meets IB requirements and there are no matters to be addressed, the Director General will grant the school authorization to teach the relevant IB programme. With that authorization, the school will officially become an IB World School for the programme.</li> <li>• The school continues to send teachers, administrators and librarians to IB sponsored workshops</li> </ul>

<b>Evaluation Phase:</b> 5 year evaluation	Evaluation takes place at least once every five years. As part of the process, the school engages in a self-study that is a key element in the school's continual improvement.	2022/ 2023	<ul style="list-style-type: none"> <li>• The school conducts a yearlong Self-Study 1 year prior to the IB evaluation site visit</li> <li>• The school will host a visiting team from the IB in which the team will verify that the school is still practicing and improving the aims and objectives of the IB</li> <li>• The school continues to send teachers, administrators and librarians to IB sponsored workshops</li> </ul>
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*Alta Public Schools Director of IB 2017*

#### **4 Key Instructional Elements**

The following key elements, described below, comprise Prepa Tec - Los Angeles' approach to instruction, which also reflect our school's core goals that will fulfill our mission to provide a world-class education to every student:

1. *High academic achievement through the International Baccalaureate program*
2. *Standards-based instruction through backwards design*
3. *Character Development*
4. *Community Participation*

### **Instructional Methodology**

Specifically, faculty will be trained to: (1) design standards-based instruction (using the principles of backwards design and the IBMYP), (2) align appropriate assessments to the standards and IBMYP assessment criteria, (3) implement instructional experiences that are aligned to standards and reflect research based best practices, such as strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock, and 4) analyze student achievement outcomes to determine effectiveness. The strategies described in Marzano's book, *Classroom Instruction that Works*, have proven to be successful in closing the achievement gap between higher and lower socio-economically disadvantaged students, such as our target population. The following provides a detailed description of the instructional design process to be implemented at Prepa Tec – Los Angeles.

Backward Design is an instructional design method with a strong research base currently being employed in efforts to reform educational curricular development across the nation, originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe. This method of instructional planning is one in which teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. This process supports the teaching and learning philosophy and practices in the IBMYP. There are four distinct stages to the backwards design process that Prepa Tec will use. The four stages are as follows:

### **Stage 1: Unpacking and Prioritizing Common Core State Standards**

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize Common Core State Standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
  - Level of thinking (based on Webb’s Depth of Knowledge) required by students to reach mastery of the standard (this will be tied to creating assessments)
  - Percentage of questions from the SBAC exam that relate to each strand of the standards (this will be tied to creating assessments)
  - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

### **Stage 2: Aligning Assessments (formative/summative) to Common Core State Standards and IBMYP Assessment Criteria**

Teachers will design effective common formative assessments when developing IB instructional units that are aligned to standards and IBMYP criteria. These assessments are specific to the IB unit assignments and content. They will provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify a variety of assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard and IBMYP assessment criteria
- Establish and articulate clear criteria for reaching proficient performance on standards by using IBMYP rubrics



### **Stage 3: Differentiating Instruction to Meet the Needs of All Learners**

Teachers will design learning experiences within IB units embedding strategies to support all learners by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans and IBMYP units of study
- Exploring how all learners (including ELs, special needs, and GATE students) vary in their readiness, interests and learning profiles)
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system

### **Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness**

Teachers will analyze achievement outcomes by:

- Using professional learning communities (PLCs) to collaborate on unit development, lesson planning, vertical alignment and delivery of instruction
- Examining student work over a sustained period of time
- Analyzing achievement data from in-house and state-mandated tests

As a result of implementing and using this process, educational objectives become the criteria by which instructional materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing collaborative conversations horizontally and vertically at Prepa Tec.

Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in a variety of focus areas, such as lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The backward design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Prepa Tec – Los Angeles will monitor and ensure each phase of instruction outlines above is implemented effectively in the following ways:

The “How”:

- Train leaders in stages 1-4 and develop tools to monitor the implementation of each stage.
- Professional development plans will indicate dates and outcomes when training teachers in unpacking and prioritizing standards, aligning formative and summative assessments, differentiating instruction, and review of achievement data. This will take place monthly.
- The IB Director and school leaders will create agendas each month from Professional Learning Communities (PLC) meetings, professional development

and Unit development meetings. Student work and student performance on assessments will be reviewed and analyzed to monitor the effectiveness of the four stages described above at the end of each IB unit.

## J. IB Implementation Plan

Apart from school-wide data goals, Prepa Tec – Los Angeles has developed goals in implementing the International Baccalaureate® (IB) program.

*Graph 6: IB Timeline*



The chart below lists the four specific goals in the area of IB Unit development, IB requirements, IB projects, and IB rubrics Prepa Tec - Los Angeles will implement by the end of the 2018-2019 school year.

Table 20: International Baccalaureate Goals

International Baccalaureate Goals 2017-2018		
Goal	Monitoring	Evidence
By June 2018, PTLAMS teachers will have at least 50% of their <b>IB units written, taught and assessed</b>	Director of IB Curriculum & Instruction will assist in PD and individualized sessions to support teacher development, implementation & assessment/ reflection of IB units. Coordinators, Deans, Principals and the Superintendent will support monitoring. The Superintendent and the Director of IB will monitor unit development every two weeks.	<ul style="list-style-type: none"> <li>➤ Completed IB unit planners submitted to IB Coordinators &amp; Director</li> <li>➤ IB Rubrics included in unit planners</li> <li>➤ Classroom observations reveal alignment between individual lessons to the unit</li> <li>➤ IB rubrics are used with all Summative Assessments (and formative if possible)</li> </ul>
By June 2018, <b>IB requirements</b> are met to become/ maintain status as Authorized IB World Schools	<p>Director of IB Curriculum &amp; Instruction and IB Coordinators will meet weekly to monitor IB instruction and unit development.</p> <p>The Superintendent will report to the CEO the progress made towards teacher participation in IB sponsored training as well as progress made towards the design and completion of the 8<sup>th</sup> grade project.</p> <p>An IB rubric implementation tool will be used to assess the developments and quality of projects.</p>	<ul style="list-style-type: none"> <li>➤ At least 1 teacher per subject area at both PTLAMS will have successfully completed an IB sponsored teacher training</li> <li>➤ At least 1 teacher per grade level will have successfully attended an IB sponsored teacher training</li> <li>➤ All courses are aligned to the IB aims &amp; objectives, specific to the program</li> <li>➤ All IB Projects will have been completed by 8th graders (See next goal)</li> </ul>
By June 2018, all <b>IB Projects</b> will be completed by the specific grade levels	<p>Director of IB Curriculum &amp; Instruction, IB Coordinators, Deans, Principals and Grade Level lead teachers will collaboratively develop implementation plans and resources.</p> <p>The Superintendent will report to the CEO the progress made towards teacher participation in IB sponsored training as well as progress made towards the design and completion of the 8<sup>th</sup> grade</p>	<ul style="list-style-type: none"> <li>➤ 100% of all 8th graders complete the MYP Community Project, including the presentation</li> </ul>

International Baccalaureate Goals 2017-2018		
Goal	Monitoring	Evidence
	<p>project.</p> <p>An IB rubric implementation tool will be used to assess the developments and quality of projects.</p>	
By June 2018, IB <b>rubrics</b> are used to inform grading and reporting	<p>Director of IB Curriculum &amp; Instruction, IB Coordinators, Deans, Principals and the Instructional Leadership Teams (ILT) will collaboratively develop grading and reporting policies to be vetted by the larger school community.</p> <p>Director of IB Curriculum &amp; Instruction and IB Coordinators will meet weekly to monitor IB rubric development.</p> <p>The Superintendent will report to the CEO the progress made towards the development of the IB aligned grading and reporting practices.</p>	<ul style="list-style-type: none"> <li>➤ IB Rubrics are a familiar tool to teachers, students and parents</li> <li>➤ IB rubrics are used to score (aka “grade”) assessment tasks; a translation to a PowerSchool grade for reporting purposes is generated and is used with consistency across the grade levels</li> </ul>

*Alta Public Schools Director of IB 2017*

### Scope and Sequence

As stated earlier, teachers utilize an interdisciplinary approach, in a standards-based system, supported by the instructional strategies described above. Each grade level has a developed pacing plan. Each grade level engages in vertically planned meetings to discuss and develop curriculum focus with consistent goals for grades 6-8. Teachers meet every two weeks to evaluate the effectiveness of the curriculum. Prepa Tec – Los Angeles reserves the right to modify the instruction program where necessary to serve the needs of the school community.

The Prepa Tec - Los Angeles offers students an academically rich program incorporating the following characteristics:

- Standards-Based Curriculum: Prepa Tec - Los Angeles will offer a rigorous education for all students in line with the Common Core State Standards.

- **Technology Integration:** By implementing technology with the curriculum, Prepa Tec - Los Angeles will ensure that students learn computer skills while pursuing academic goals.
- **Small Learning Communities (Linked Learning Pathways):** Students are given the opportunity to work in small cohort groups throughout their three years at school, thereby increasing teacher-student interaction.
- **Interdisciplinary, Project-Based Curriculum:** Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives. Core academic and technical classes link with work-based learning opportunities to increase engagement and ability to apply academics to real world situations.
- **Culturally Relevant Instruction:** Culturally relevant instruction will be integrated into the instructional experience to increase the relevance of school in students' lives. Culturally relevant teaching is a term created by Gloria Ladson-Billings (1994) to describe an "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes." Participating in culturally relevant teaching essentially means that teachers create a bridge between students' home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology.

*Table 21: Course Sequence 6<sup>th</sup> through 8<sup>th</sup>*

<b>COURSE SEQUENCE 6<sup>TH</sup> THROUGH 8<sup>TH</sup></b>			
<b>Subject</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>English Language Arts</b> <b>IB Language and Literature</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>
<b>Social Studies</b> <b>IB Individuals &amp; Societies</b>	<b>Ancient History</b>	<b>World History</b>	<b>US History</b>
<b>Mathematics</b> <b>IB Mathematics</b>	<b>General Math 6</b>	<b>Math 7/Pre-Algebra</b>	<b>Math 8/Algebra Readiness</b>
<b>Sciences</b>	<b>Earth Science</b>	<b>Life Science</b>	<b>Physical Science</b>

COURSE SEQUENCE 6 <sup>TH</sup> THROUGH 8 <sup>TH</sup>			
Subject	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Physical Education and Health Education	PE	PE	PE
Language Acquisition	Mandarin	Mandarin	Mandarin
All Grade Component of IBMYP to include the following:			
Visual and Performing Arts	Art, Theatre		
Design	Computer Assisted Learning-IB Component		
Language Acquisition	Chinese		
	Honors Math		
	Intervention		

*Alta Public Schools 2017*

The Prepa Tec - Los Angeles' curriculum will continue to be guided by the guiding principles from the Common Core State Standards and will be used in all core subject areas in grades 6<sup>th</sup> through 8<sup>th</sup>. Teachers will stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology.

California Common Core State Standards, NEXT Generation and Appendices provide listings of the scope and sequence of standards. English Language Development standards will be taught through an elective communications course and across all subject areas. Reading will be a focus in all content area learning and all teachers will be responsible for increasing student's skills in reading. Through this intensive effort, students will gain access to the core curriculum and academic language of their grade level content.

### **English Language Development**

Prepa Tec - Los Angeles is committed to the California State Board of Education (SBE) adopted California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all

students need for college- and career-readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, to ensure 6<sup>th</sup> through 8<sup>th</sup> students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

The Alta Public School's Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

Prepa Tec - Los Angeles' ELs will need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs may face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write. Prepa Tec - Los Angeles will follow the new CA English Language Development Standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next generation standards, including college- and career-readiness standards.

Prepa Tec - Los Angeles' English Learner Students ELs come to Prepa Tec - Los Angeles with a range of cultural and linguistic backgrounds, although Spanish is the largest first language, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through implementation of the new CA ELD Standards and the academic content standards. Some of these key factors follow:

- Stages of Cognitive Development. It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, for whom the focus is “learning to read” while also engaging in challenging content learning, and students in the middle school grades 6-8, for whom the focus is “reading to learn” in various content areas. EL students who enter Prepa Tec - Los Angeles in secondary grades, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.
- Native Language Literacy. Adolescent ELs who enter Prepa Tec - Los Angeles in the secondary grades may have varying levels of native language foundations in literacy. All students will be able draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native

language literacy and content knowledge will be able to transfer these skills and knowledge to English with appropriate instructional support.

### **Designated and Integrated English Language development (ELD)**

Designated ELD occurs daily for 54 minutes daily. Integrated ELD is consistent in all periods throughout the day as personalized, rigorous and relevant IB units are taught by embedding researched based ELD strategies. Units include the development of language objectives, use of formative assessments, and embedded constructive conversation skills that foster academic student interactions.

### **Programs and Services for English Learners**

At Prepa Tec - Los Angeles an EL could be in a newcomer program, a structured English immersion program, a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA ELD Standards will apply to all of these settings and designed to be used by all teachers of academic content and of ELD in all these settings. Prepa Tec - Los Angeles will use the new CA ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development— such as an ELD class where ELs are grouped by English language proficiency level. Prepa Tec - Los Angeles will use supplemental EL materials found on the CDE approved list of materials for ELs. Prepa Tec - Los Angeles teachers will use the new CA ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

The Director of IB Curriculum and Instruction, school leaders, lead teachers, and the Superintendent review EL student performance and observe both designated and integrated ELD instruction monthly.

In the decision as to which curricular guides to use as our tools for organized, strategic Common Core Delivery, EL components were closely reviewed. Prepa Tec currently uses both hard text as well as online text and e-learning components to deliver the Common Core and NGSS and ELD Standards. These standards are purposely embedded into the design of the IB units during backwards planning in grade level planning times.

Online curriculum specifically designed for the individualized acquisition of the ELD Standards and Language Acquisition is also incorporated. These included both Middlebury and Rosetta Stone. Prepa Tec - Los Angeles uses Glencoe Literature, California Treasures for English Language Arts at all grade levels along with the ELD resources.



## English Language Arts

The English Language Arts core class offerings will prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 6<sup>th</sup>-8<sup>th</sup>, Prepa Tec - Los Angeles will:

- Use Glencoe Literature, California Treasures for English Language Arts at all levels along with the ELD resources to support IB unit development.
- Develop an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (CCSS Appendices)
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

Following is a course description by subject for each grade level that Prepa Tec - Los Angeles will serve.

### English Language Arts (Core)/IBMYP Integration

The ELA curriculum for students in grade 6-8 at Prepa Tec - Los Angeles focuses on developing students’ strength as readers, writers, researchers, listeners, speakers, and collaborators. Prepa Tec - Los Angeles uses Glencoe Literature, California treasures for English Language Arts at all grade levels along with the ELD resources to support IB unit development. Students develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Students will become familiar with their own applications of reading and writing processes, and learn how to monitor their own learning and growth in these areas. When working on various types of assignments such as research reports, literature logs or essays, students will understand the process of documenting the steps followed to complete the task or project. Teachers will assess both the final product and the unique process undertaken in developing understanding. In this way, students not only demonstrate mastery of content, but also gain an understanding of their own processing skills, an essential component of their continued success as lifelong learners. Self-evaluation, peer feedback and teacher conferencing augment the process-based approach and all play important roles within the classroom.

Following the IBMYP Language & Literature objectives and concepts, along with Common Core Standards, literacy skills (reading, writing, listening, speaking and language) are integrated in all IBMYP units through the year. Students will be guided to comprehend, analyze and produce a variety of narrative, expository, and argumentative texts. Students will produce extended written pieces in the following genres: narrative, research, response to literature, poetry and persuasive writing. Language conventions, including spelling and grammar instruction will be included in context to improve student writing and speaking. Vocabulary will be linked to literary selections and student writing. Students will be guided to document their use of written and spoken language as evidence of thought, creativity, reflection, learning, and self-expression, and to develop a lifelong love for reading.

Sixth (6) grade language arts students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students develop greater focus and active engagement with text. Students study narration, exposition, and persuasion. Students read a wide variety of literary selections and write narrative, persuasive, and descriptive text as they continue to extend their knowledge of Standard English. Classic and contemporary literature is used to increase each student's motivation to read while popular media will be a tool that is used to entice learners. A variety of prewriting strategies are used for planning and organization. Topics are developed with relevant facts, definitions, concrete details, quotations or other information and examples. Students engage with others to build on others' ideas and to express their own clearly, distinguishing claims that are supported by reasons and evidence from claims that are not.

Seventh (7) grade language arts students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students transition from learning to read to reading to learn. Students develop and practice academic vocabulary, in oral and written form, and strengthen independent reading skills. Students expand their writing skills with attention to organization and use greater documentation to support their writing. Students maintain a personal reading list to reflect their motivation to read. To respond to their reading of literary and informational texts, students engage in a variety of writing activities and will publish writing. Through class lectures, brainstorming sessions with peers, and classroom discussion, students listen to comprehend and actively participate.

Eighth (8) grade language arts students will read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students strengthen readiness skills that prepare them for high school content. Students will analyze literary elements and devices (character, plot, etc.). Students will read and think about a wide variety of literary selections and will extend their writing to construct their own arguments. To demonstrate a motivation to read, students engage in independent silent reading for extended periods of time and read voluntarily for a variety of personal and academic purposes. Writing requirements

expand in length and depth. Students maintain a portfolio of writing that includes a variety of genres. Communication with others demonstrates a respect for differences and an ability to express personal opinions. They also integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Prepa Tec - Los Angeles understands, "Reading problems are more likely to occur among children who are poor, are minorities, attend urban schools, or arrive at school not speaking English" (<http://www.rtnetwork.org/learn/diversity/urban-school-challenges>). Expecting to serve a population of students with below proficient literacy levels, Prepa Tec - Los Angeles uses components of Guided Reading as an essential instructional tool for English Language Arts teachers. Students are also guided through independent literacy building classroom activities to reinforce standards.

## **Mathematics (Core)/IBMYP Integration**

The core curriculum for students in grades 6 — 8 is designed by teachers aligned to the California Common Core State Standards and provides students with multiple opportunities to learn concepts and practice skills. Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of the designed curriculum are a focus on real-life problem solving, student communication of mathematical thinking and appropriate use of technology. The curriculum also emphasizes balancing different types of instruction, using various methods for skills, practice, and fostering parent involvement in student learning.

Prepa Tec - Los Angeles has adopted and implementing CPM Mathematics textbook to support IB unit development. Teachers will design and utilize various assessment tools such as common formative assessments, end of unit summative, as well as projects that can be used both for planning instruction (formative assessment) and for assigning grades (summative assessment). The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).

IBMYP Mathematics is based on the Common Core State Standards and the fundamental principles of the IBMYP Program. The IBMYP uses a holistic approach, which allows the students to connect their learning to real-life and to see the interrelatedness of the different subjects. Students are encouraged to consider multiple perspectives in approaching problems and engage in routine problem solving. Students are encouraged to communicate ideas using appropriate mathematical language and visual representations in both oral and written explanations of ideas. Students will work on units involving the following strands of math: number sense; algebra and functions; measurements and geometry; statistics; data analysis; probability; and mathematical reasoning. The following topics will be addressed: number patterns and fractions; fraction and decimal operations; integers, expressions, and equations; ratios and proportions;

percents; data analysis; probability; geometric figures; measurement and area, surface, area and volume; and introduction to graphing.

Eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. (Common Core Standards.org)

Mathematics eighth (8) grade course is designed around the Common Core State Standards, which states: The California State Board of Education acknowledges that the goal for 8th grade students is Algebra I. However, they also recognize that not all 8th grade students have the necessary prerequisite skills for Algebra I. Consequently, the State Board of Education adopted two sets of standards for 8th grade. The first set describes standards for Algebra I. The second set of standards is from the 8th grade Common Core document published June 2, 2010. These standards are for 8th grade students who do not have the necessary prerequisite skills for Algebra I. The goal of the 8th grade Common Core is to finalize the mathematics preparation for students in high school. There is some duplication of standards between grades and courses that will be resolved in the frameworks/instructional materials development process.” The purpose and design is to bolster foundational skills in math as well as prepare students for success in high school mathematics. Students in Math 8 will have the opportunity to get a step up on the upcoming years of math they have ahead of them with introductions to algebra 1, geometry, and algebra 2. Concurrent to this, students will be continuing to build upon prior knowledge and understanding of math to provide the strong foundational knowledge required to succeed at the next level.

Algebra I - (Prerequisite: teacher recommendation, Algebra readiness test taken in 7th grade, and a grade of B or better) This course is designed around the Common Core State standards for Math. The main goal of this yearlong college-preparatory course is to develop fluency in working with linear equations. Students will extend their experiences with tables, graphs, and equations; and will solve linear equations and inequalities and systems of linear equations and inequalities. They will extend their knowledge of the number system to include irrational numbers, generate equivalent expressions, use formulas, simplify polynomials, and begin to study quadratic relationships. Students will also use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Analysis will be done verbally, numerically, graphically, and symbolically. Lastly, students will apply mathematical skills and make meaningful connections to life experiences through projects.

Mathematics Seventh (7) grade course is a two-semester course. It is based on both the Common Core State Standards and the fundamental principles of IBMYP. The IBMYP uses a holistic approach, which allows the students to connect their learning to real-life

and to see the interrelatedness of the different subjects. Students are encouraged to consider multiple perspectives in approaching problems and to develop an intercultural awareness as they learn about their own and others' cultures. Furthermore, students are encouraged to communicate ideas using appropriate mathematical language in both oral and written explanations of ideas. Based upon the Common Core State Standards for seventh grade, students should be able to: know the properties of, and compute with, rational numbers expressed in a variety of forms; use exponents, powers, and roots, and use exponents in working with fractions; interpret and evaluate expressions involving integer powers and simple roots; express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs; graph and interpret linear and some non-linear functions; solve simple linear equations and inequalities over the rational numbers; choose appropriate - 35 - units of measure and use ratios to convert within and between measurement systems to solve problems; compute the perimeter, area and volume of common geometric objects and use the results to find measures of less common objects; know how perimeter, area and volume are affected by changes of scale; know the Pythagorean Theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures; collect, organize and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program; make decisions about how to approach problems; use strategies, skills, and concepts in finding solutions; and determine a solution is complete and move beyond a particular problem by generalizing to other situations.

Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Mathematics Sixth (6) grade course is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

## **SCIENCES (Core)/IBMYP Integration**

Prepa Tec - Los Angeles will use of NEXT Generation Science Standards and Glencoe Science textbook to develop IB units. As the world faces issues such as global warming and a lack of an adequate water supply, middle school students require exposure to scientific knowledge. Prepa Tec - Los Angeles' students will be taught to master the scientific skills and content that is imperative to participate effectively in today's global society. Teachers will be facilitators, leading students to observe, question, and explore both the natural world and their own learning processes. Instruction will focus on understanding important relationships, processes, mechanisms, and applications of concepts. Less important is the memorization of specialized terminology and technical details. Our science classes will support student's ability to explain, analyze, and interpret scientific processes and phenomena more than their ability to recall specific facts. Each grade is exposed to a variety of science topics and projects throughout the year, drawing from earth and space sciences, life sciences, physical sciences and other fields. Each science topic contains a wide range of possible avenues for investigation and interdisciplinary integration. Students will employ research, writing, mathematics, problem-solving and communication skills, and a wide variety of computer software programs and material from selected websites. Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, it is recommended that students have the opportunity to develop their skills of analysis, inquiry, and design through active laboratory work on a regular basis in grades 6, 7, and 8. *The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools* (California Department of Education, 2015)

## **IBMYP (Core) Science Integration**

*(Earth Science) In response to the Common Core State Standards in Literacy in Science, students apply their literacy skills to enhance their learning; students are exposed to the physical processes that shape the Earth and the resulting formations.* Glencoe Science textbook are used as well as the NGSS to develop IB units. The main topics of study are: Earth's structure, plate tectonics, shaping the Earth's surface, energy in the earth's system, resources and ecology. Students will be using the scientific method in laboratory situations to enhance understanding of these topics.

Grade 8 - (Physical Science) In response to the Common Core State Standards in Literacy in Science, students apply their literacy skills to enhance their learning; this course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The purpose is to give all students an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. Students will discover how science affects every aspect of their lives. Therefore, students will be provided practical and topical information for each item studied.

Focusing on the concepts of Energy and Motion, students incorporate skills learned in mathematics to utilize formulas in calculating speed, force, heat and other quantities. Graphing data and interpreting trends from graphs assist students in drawing conclusions from lab experiments. Continuing the hands-on nature of the science program, students conduct experiments to investigate average speed, friction force of gravity, patterns of waves in wave tanks and many others. Given the more abstract nature of Physical Science questions posed include the critical thinking variety. Critical thinking questions draw upon the concepts learned and require students to consider multiple aspects of a given problem. Critical thinking questions will be included with the conclusion questions on labs and on exams. Use of pertinent data and information will be required as evidence to support their answers to these questions. Science teachers will develop a rubric to assess these questions in an effort to help students improve their critical thinking skills. The culminating project for eighth grade science is the portfolio project in Science Design. The project incorporates both mathematics and science and includes experimental design, calculations and reasoning. In preparation for this project, teachers continue to arrange for interactions with scientist and engineers. Overall, the study of science should promote curiosity, questions, and a sense of wonder about the world in which we live.

Grade 7 - (Life Science) In response to the Common Core State Standards in Literacy in Science, students apply their literacy skills to enhance their learning; students are introduced to biology using the scientific method, cell biology, the principles of genetics, history of Earth, history of life on Earth, evolution, and the structure and function of biological systems. Course includes laboratory work.

Students explore life from the cellular level to groups of organisms. The course focuses on understanding the development of life from genetic and evolutionary standpoints to the organization, structure and function of living things. Hands-on lab experiments enhance the concepts learned and stimulate critical thinking necessary to draw conclusions from observations. To further their understanding of the scientific method and practice, the culminating project for the year requires students to work in pairs to develop science experiments. Students conceive, design, run and report on the experiment of their choice. Students utilize the Internet and other resources to research the background of their topics and assist in developing their experiment. To help students select challenging projects, teachers arrange for speakers during the school year to conduct experiments with the students or demonstrate scientific technology. Teachers also closely monitor the progress of projects. Seventh grade science serves to develop experimental practice and curiosity in students to learn more about physical science in eighth grade.

Grade 6 - (Earth Science) Students explore the organization of the universe and Earth's place in it. The Geologic Time Table, the theory of continental drift and plate tectonics, and how fossils form help students create an overall view of planet Earth's history. Students also explore geological characteristics of the Earth, including volcanoes, earthquakes, and factors of change such as erosion. Finally, students study global

weather and changes in weather patterns. Sixth grade science creates a foundation for science to come. Sixth grade mathematics and science teachers coordinate and develop interdisciplinary theme units and activities with specific content from the adopted state content standards. Sixth grade students complete Earth Science with a clearer understanding of the world around them and demonstrate readiness to begin study of life in seventh grade.

## **Technology (Non-Core Class) integration**

In response to the Common Core State Standards in Literacy in Technical Subjects, students apply their literacy skills to enhance their learning. This course will involve using computer technology to generate solutions to real world problems or tasks. Projects will require students to demonstrate the ability to use technology for research, critical thinking, problem solving, decision-making, communication, creativity and innovation. Students will specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, e-mail and applications for presentations and graphics. Additionally, students will understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship. Creation of project products will utilize the IBMYP design cycle as a tool to complete course projects. Students will be assessed through the IBMYP technology assessment criterion including the following aspects of the design cycle: investigate; design, plan, create; evaluate; and attitude. In this course students will be completing course work that will allow them to pursue their tenth grade IBMYP certificate.

## **Social Studies (Core)/IBMYP Integration**

*The primary mission of the History and Social Science curriculum is to teach chronological and spatial thinking, research, evidence, point of view, and historical interpretation that will enable students to know themselves more fully as developing individuals in a changing historical context and as active participants in their local, national and world communities. PTLA will seek to nurture each student's enjoyment of history; teach a body of knowledge; develop skills in reading, research, writing and oral expression; implement learning activities which systematically develop critical thinking; and instill in students a sense of service to others and responsibility for their world. The History-Social Science program will examine global human experience in light of such unifying themes as the process of change over time and the interrelationships among societies. Information will be selected to stimulate student interest and understanding of historical concepts and patterns. Issues of race, religion, gender, ethnicity and class will be incorporated into the curriculum along with current events, geography, and an introduction to social sciences: anthropology, sociology, psychology, economics and international relations. Prepa Tec - Los Angeles uses McGraw Hill Social Studies textbook to support IB unit development.*



## **IBMYP (Core Class) Individuals & Societies/ Social Studies** **(World/Geography: Ancient Civilizations)**

In response to the Common Core State Standards in Literacy in History/Social Studies, students apply their literacy skills to enhance their learning about the people and events that ushered in the dawn of major Western and Non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. Prepa Tec - Los Angeles uses McGraw Hill Social Studies textbook to support IB unit development.

Grade 8 - (US History and Geography: Growth and Conflict) Students study the ideas, issues, and events from the beginning of the Revolution up to the turn of the century. After reviewing the development of America's democratic institutions, especially the forming and shaping of the Constitution, students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students will learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They will make connections between the rise of Industrialization and contemporary social and economic conditions.

Students study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Grade 7 - (Medieval and Early Modern Times) The study of world history and geography continues with the examination of social, cultural, and technological change during the period A.D. 500-1789. The fall of Rome, study of Islam, a rising force in the medieval world, follows the spread of Islam through Africa; crosses the Atlantic to observe the rise of the Mayan, Incan, and Aztec civilizations; moves westward to compare the civilizations of China and Japan during the Middle Ages; returns to a comparative study of Europe during the High Middle Ages; with the turbulent age of Renaissance, Reformation, and Scientific Revolution that ushered in the Enlightenment and the Modern World.

Students study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human

beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Grade 6 - Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

### **ARTS (Non-Core)/IBMYP Visual and Performing Arts**

Students will take a visual or performing arts course each year. By the end of this yearlong eighth grade course, students will have developed a personal appreciation of visual art and mastery of grade level California visual art content standards, developing strong skills in applying artistic processes and skills for visual communication; perceiving and responding to works of art; concept development; understanding historical contributions; analyzing and deriving meaning from works of art; and connecting and applying what they learn across subject areas.

Music Appreciation is a year-long seventh grade course in which students will both learn about music and experience creating music. All classes will learn to play various instruments, read music, and explore important genres of music from various world cultures and periods of time. Throughout the course, students will be required to have and maintain their Developmental Workbook. Assessments for this class are based on effort, not ability. Good class participation and completion of homework and projects will guarantee a fun class and a good grade! All the California music content standards will be addressed.

By the end of the year-long sixth grade course, students will have developed a personal appreciation for theatre, developing strong skills in acting for the stage, learning the history of theatre, script writing for performance, collaborative activities leading to school events/local festivals, and connecting and applying what they learn across subject areas.

Throughout the course, students will be required to have and maintain their Developmental Workbook. Learning will incorporate the IBMYP fundamental concepts of holistic learning, intercultural awareness, and communication. Through learning activities students will develop as internationally minded people, who recognize their common humanity and shared guardianship of the planet. Learning activities in this class are structured to incorporate the California content standards with the MYP aims and objectives. Rhythm Appreciation is offered to seventh grade students as a year-long

course. It is designed to cover the fundamentals of playing percussion instruments and the application of musicianship skills to the genre. It is designed to improve the playing skills and knowledge in the areas of intermediate rhythm reading. Students will receive feedback on their progress throughout the semester. Assessments for this class will be based on effort, not ability. Class participation, completion of homework, and projects are expected. All the California music content standards will be addressed.

The arts are core subjects, each containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria
- Students in grades 6 - 8 will have experiences in the four core visual and performing arts forms; Theatre, and Visual Arts.

The curriculum at Prepa Tec - Los Angeles allows 6th graders to engage in a quarter of a year in each of the four major Arts forms. This provides them with an introduction to the history, influence, and skills of each.

## **THEATRE (Non-Core)/IBMYP**

The theatre program at Prepa Tec - Los Angeles is designed to help the seventh grade students learn how to express themselves, improve their focus, build confidence and self-esteem, think critically and problem solve, and work collaboratively in a respectful environment. Utmost importance is placed on creating a safe, supportive, and positive community in which students can explore and share ideas without fear of criticism, courageously practice creative expression, and be productive. Students will learn theatre terminology and learn how to perform fundamental and foundational skills such as pantomime, improvisation, and tableau. They will engage in voice work and learn how to speak with effective projection, articulation and expression. Students will delve into story and learn about character, objective, motivation, conflict, resolution, setting, and plot. Most of the work done in theatre class will involve working in groups; therefore, a major focus will be on how to effectively collaborate. Playwriting will also be taught with students learning how to properly structure a stage play script. They will learn about the process of cold-reading, breaking down a script and analyzing character elements, the use of props, blocking, memorizing, and rehearsing.

## **Visual Arts (Non-Core)/IBMYP**

The Visual Arts at Prepa Tec - Los Angeles focuses making, looking at, discussing, and critiquing art. The course helps students learn how to think creatively and critically, problem solve, and express themselves. Student will develop artistic skill in a variety of materials and techniques such as contour drawing, perspective, charcoal and pastel blending, various painting techniques, composition, and color theory. Students will make connections to other contents such as language art, history, science, and math. Students will learn the language of the discipline and basic principles of visual arts. They will begin to understand the role art plays in different countries, communities, and among different individuals. Students are introduced to the history of art and potential careers in the arts field. The course places an emphasis on the role art plays in the self-identity and expression of each student. Finally, each student will be prepared for high school level visual arts classes.

## **Physical Education And Health (Non-Core)/IBMYP Integration**

The focus of this course is to develop an appreciation and understanding of physical education and its relationship to a healthy, balanced lifestyle. Through various activities, guided by the California Content Standards, students will work to develop: positive habits of health and wellness; their optimal level of physical fitness; effective communication strategies (verbal, non-verbal, and written); the ability to reflect critically; and an international perspective on activity, health, and sport.

We believe that middle school is an ideal time for students to gain knowledge and establish life-long practices of a healthy lifestyle. However, most middle school physical education curriculums fall short of accomplishing these two important goals. By and large traditional physical education programs aim to teach students how to play different sports and games, most of which students will never participate in again. Instead of teaching students the values of a healthy lifestyle and the means to achieving one, traditional physical education

## **IBMYP (Non-Core) Language Acquisition/ World Language**

Grades 6-8 - Students in the Mandarin courses will learn to read, write, speak, and comprehend Mandarin at the beginning level, in preparation for the tenth grade IBMYP certificate. These courses place an emphasis on communication, encouraging students to use the language in real world situations. The course incorporates holistic learning, allowing students to establish links between subjects and cultures in a project-based environment. Through study of Mandarin, students will develop an awareness of linguistic, cultural, and societal similarities and differences leading to an understanding of and respect for other countries and cultures, as well as our own. This course aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. Topics covered include greetings; basic conversation and courtesy; numbers; colors; calendar;

classes; describing self and others; telling time; discussing likes/dislikes; sports and free time activities; clothing; food; and shopping, etc.

Grades 6-8 - Students in the Spanish courses will learn to read, write, speak, and comprehend Spanish at the beginning level, in preparation for the tenth grade IBMYP certificate. These courses place an emphasis on communication, encouraging students to use the language in real world situations. The course incorporates holistic learning, allowing students to establish links between subjects and cultures in a project-based environment. Through study of Spanish, students will develop an awareness of linguistic, cultural, and societal similarities and differences leading to an understanding of and respect for other countries and cultures as well as their own. This course aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

## **Textbooks and other Instructional Resources**

Prepa Tec - Los Angeles is exploring the use of the following curricular materials for the core content areas. These materials have been selected based on an analysis of their alignment with California State Content Standards, the available assessment and universal access resources that accompany each program, and their fit with the school's instructional philosophy of a multi-cultural, inquiry-based approach.

Below is a list of chosen books for the 2017-2018 school year; all final decisions about curriculum will be made by a collaborative curriculum and textbook committee that will engage in a rigorous and timely curriculum review process.

Below is a list of chosen books for the 2017-2018 school year or year one of the first charter renewal, 2018-2019; all final decisions about curriculum will be made by a collaborative curriculum and textbook committee that will engage in a rigorous and timely curriculum review process.

Language Arts (Individuals and Society): Glencoe Literature, California  
Treasures for English Language Arts  
English Language Development: Rosetta Stone and Middlebury  
Social Studies: McGraw Hill  
Mathematics: CPM Mathematics  
Science: McGraw Hill  
Mandarin: Discovery Pro and Rosetta Stone

Spanish: McGraw-Hill Como te va

Visual and Performing Arts: Experiencing Art, Davis Publishing, Various Web Based Resources

*Physical Education: Various Web Based Resources and Physical Education Framework*

## **K. STUDENT ACADEMIC SUPPORT PROGRAMS**

### ***Service Learning***

Service Learning is an opportunity for students to apply classroom learning to tangible community problem solving in a way that brings education to life and grants it personal relevance. Teachers at Prepa Tec - Los Angeles will be expected to establish community connections in their field and integrate service learning into their academic units. In order to be effective, service learning must be standards-based, rooted in rigorous academic outcomes, and provide ample opportunity for students to reflect upon their learning throughout the process. Students can use technology to research solutions other communities have used to solve problems, and to form partnerships to tackle problems that transcend neighborhoods.

Prepa Tec - Los Angeles has moved the classroom into the community through its service learning and community service programs. Teachers use the community to enhance and contextualize classroom learning. Students participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students see themselves as vital contributors to their own community. Through their participation students are connecting classroom learning with real life projects to enhance their understanding and motivation to become members at all levels of their community.

### **Community Resources in the Classroom**

Prepa Tec - Los Angeles will continue to invite resources from the community into the school, and will draw upon existing community partnerships with area colleges, universities, and community-based organizations to enhance the resources and instruction of the school. The school will bring the community into the classroom through its tutorial, enrichment, mentoring, and parent volunteer programs. Parent volunteer programs is not a condition of admissions, enrollment, and/or continued enrollment. Tutors and mentors will be recruited from the University of California at Los Angeles (UCLA), University of Southern California (USC), Loyola Marymount University, Pepperdine University, California State University at Los Angeles, the University of California Dominguez Hills, and East Los Angeles Community College (ELAC) building on Alta Public Schools current partnerships with these institutions of higher learning. Tutors will work with students on homework and basic skills. University volunteers may be recruited to lead a creative writing workshop, direct a play, or coach a sports team. Guest speakers and experts from the community are invited to share their experiences and insights with students and provide feedback for student projects. Professionals and college-aged mentors will meet regularly with students to engage them in enrichment

activities, provide positive role models, and provide opportunities for Prepa Tec - Los Angeles students to realize possibilities beyond their community.

### **School as Community Center**

Prepa Tec - Los Angeles will continue to build on the success of the Alta Public School's community partnerships. The school will act as a community center for technology training and access. Computer labs on campus will be accessible to Prepa Tec - Los Angeles families. Computer education, family literacy, English as a Second Language (ESL), health and nutrition, and job training classes for parents will be offered during evenings and weekends. Our school will continue to work actively with parents, students, and community groups to address issues of gang involvement and violence. The school campus will become a place for community celebrations, performances, meetings, and events.

### **Family-Community-School Partnership**

Through various partnerships with community organizations, such as YWCA or LA County Parks and Recreation Department, PTLA will provide information and access to health screenings and enroll families in the Healthy Families statewide insurance program. The school's Parent Coordinator and the Director of Operations will ensure that students and their families schedule check-ups, dental visits, etc. The students and families who are served by the Prepa Tec - Los Angeles will also have workshops provided after school or on weekends that will focus on healthy eating habits, healthy lifestyles, and mental health resources.

### **Small Learning Communities**

Prepa Tec - Los Angeles believes that the school in and of itself is a small learning community, in that there will never be more than 486 students enrolled.

Additionally, we provide a personalized learning environment and continuous relationships among students and faculty. The student population will be organized into small cohorts of approximately 75 students throughout their three years at Prepa Tec - Los Angeles. Teaching teams comprised of 3-4 core-subject teachers (each teaching within their respective subject area), and one specialty instructor work collaboratively to meet the educational objectives. In this collaborative effort, teachers will be able to build upon the knowledge and skills from previous years to provide seamless instruction; they will come to know each student individually and be able to address his or her academic and social needs.

Classrooms at Prepa Tec - Los Angeles are learning laboratories where ideas are embraced and members are supported. Students form positive peer groups as they advance together and work collectively in areas of academics and community projects. Respect, cooperation, and compassion will be emphasized throughout this process and modeled by teachers and administrators.

A key feature of the personalized learning environment takes place during the advisory first period. Students will meet with faculty or staff in small groups (approximately 27:1

ratio) throughout the course of the school year. In the beginning of each year, the advisory groups will focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, the advisory will provide a forum for goal setting, problem solving, and launching service learning activities. At the middle and end of each year, the advisory will provide an avenue for students to reflect on their effort in school, their behavior, and their academic accomplishments.





### **College and Career Readiness**

Central to our belief that a well-educated person in the 21st century must be college and career ready, we emphasize and support student college and career learning and awareness continuing in 6th through 8th grade. Students along with their families take field trips to local universities; as well as to local businesses and other learning communities. While the work and college discussion begins in the earliest years, the entire school carries out these practices. In addition, all courses and instruction are planned and implemented for students to gain the foundational skills, transcripts, and test scores and the personal ambition - necessary to enter college preparatory middle and high schools.



## College Prep/ Pre-DP Course Pathway

Table 22: PTLAMS Pre-DP Pathway

<div>   <div> <b>PREPA TEC - LOS ANGELES</b>  <b>COLLEGE PREP “a-g” PATHWAY</b> </div>   </div>						
UC/ CSU	8th Grade (Pre A-G)	9th Grade	10th Grade	11th Grade	12th Grade	TOTAL CREDITS
<b>A</b> <i>History</i> Required 2 yrs	MYP Individuals & Societies 8	Geography	World History	US History	Government (1 semester)	<b>35</b>
<b>B</b> <i>English</i> Required 4 years	MYP English 8 Honors English 8	English 9 H English 9	English 10 H English 10	English 11 AP English 11	English 12 AP English 12	<b>40</b>
<b>C</b> <i>Math</i> Required 3 years Recommend 4 yrs	MYP Math 8 Honors Math 8	H Algebra/ Algebra H Geometry/ Geometry	H Geometry/Geometry H Algebra II/ Algebra II	H Algebra II/ Algebra II Pre-Calculus Trigonometry	Statistics Pre-Calculus AP Calculus	<b>40</b>
<b>D</b> <i>Sciences</i> Required 2 yrs	MYP Sciences 8	Biology	Chemistry	Physics AP Physics	Environmental Science AP Environmental Science AP Physics	<b>40</b>
<b>E</b> <i>LOTE</i> Required 2 yrs, Recommend 3 yrs	MYP Language Acquisition: Spanish 8	Spanish 1	Spanish 2 AP Spanish Language	AP Spanish Language AP Spanish Literature	AP Spanish Literature	<b>30-40</b>
<b>F</b> <i>Arts</i> Required 1 year	MYP Performing Arts 8	Art	Art Painting	AP Art History Visual Arts	AP Art History Visual Arts	<b>10-40</b>
<b>G</b> <i>Elective</i> Required 1 year	MYP Design 8	Computer Science	*May choose “a-f” course above	*May choose “a-f” course above	Economics (1 Semester) *May choose 1 “a-f” course above	<b>15</b>
<b>Other</b> <i>PE required 2 yrs</i>	MYP Physical & Health Education 8	PE 9	PE 10			<b>20</b>
<b>Credits</b>		<b>70</b>	<b>70</b>	<b>70</b>	<b>70</b>	<b>230-280</b>
<p>AP courses allow students to earn college credit by taking an AP exam at the end of the course AND earn a score of at least three (3) on a scale of one (1) to five (5). Colleges and universities consider a score of three (3) an indicator of your ability to do successful college work. Each college and university award AP credit differently. Research shows that students who take AP are much more likely than their peers to complete a college degree on time.</p>						



# PREPA TEC - LOS ANGELES


## IB DIPLOMA PROGRAM COLLEGE PATHWAY




DP	8th (Pre-DP)	9th (Pre-DP)	10th (Pre-DP)	11th (DP)	12th (DP)	TOTAL
<b>Group 1:</b> English	Honors English Grade 8	Honors English 9	Honors English 10	IB English SL or HL Year 1	IB English SL or HL Year 2	<del>40</del>
<b>Group 2:</b> World Language	Spanish Grade 8	Spanish 1	Spanish 2 AP Spanish Language	IB Spanish SL IB Spanish HL	IB Spanish SL IB Spanish HL	<del>40</del>
<b>Group 3:</b> Individuals & Societies	Individuals & Societies Grade 8	Geography	World History	IB History of the Americas (HOTA) SL or HL Year 1	IB History of the Americas (HOTA) SL or HL Year 2	<del>40</del>
<b>Group 4:</b> Science	Sciences Grade 8	Biology	Chemistry	IB Biology SL or HL Year 1 IB Chemistry SL or HL Yr 2	IB Biology SL or HL Yr 2 IB Chemistry SL or HL Yr 2 IB Physics SL or HL Yr2	<del>40</del>
<b>Group 5:</b> Math	Honors Math Grade 8	Honors Algebra I Geometry	Honors Algebra II Honors Geometry	IB Math Studies SL Year 1 IB Math SL Year 1	IB Math Studies SL Year 2 IB Math Year 1	<del>40</del>
<b>Group 6:</b> Arts	MYP Arts 8	Art Advanced Art	Painting Advanced Painting	IB Visual Arts SL or HL IB Anthropology SL	IB Visual Arts SL or HL IB Anthropology SL	<del>30 - 40</del>
<b>Other</b>	MYP Physical & Health Education 8	PE 9	Computer Sciences Design IB Personal Project PE 10	IB Theory of Knowledge (TOK) Creativity, Action & Service (CAS) Extended Essay (EE)	Theory of Knowledge (TOK) Creativity, Action Service (CAS) Extended Essay (EE)	<del>30 - 40</del>
<b>Credits</b>		<del>70</del>	<del>70</del>	<del>70</del>	<del>70</del>	<del>260 - 280</del>

IB Diploma Programme students must choose one subject from each of the six groups (1 to 6), during 11th and 12th grade. At least 3 and not more than 4 subjects are taken at higher level (HL = 240 teaching hours), while the other subjects, at least 2, are taken at standard level (SL = 150 teaching hours). Examinations may be offered in English or Spanish. Students pursuing a full IB Diploma Certificate follow a rigorous, prescribed curriculum during their junior and senior with intensive exams in each subject area, completing a Theory of Knowledge (TOK) course, writing an independently- researched Extended Essay (EE), and completing at least 150 hours of Creativity, Action and Service (CAS) learning. EE and CAS are not classes, but are required for the IBDP. Students have the potential to earn more college credits than with AP courses (depending on the university). IB diplomas are recognized world-wide as one of the most rigorous high-school programs available.

## L. Academic Calendar



# Prepa Tec Los Angeles




## SCHOOL YEAR: 2018-2019

End of Reporting Period

Holiday - School Closed

PD for Staff (Non Student Day)

Parent Conferences Dismissal (1:45 pm)



**\*\* Each Tuesday is a minimum day \*\***

**JANUARY '19**

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

12/17 - 01/04: Winter Break - No School  
01/08, 01/15, 01/22, 01/29: Minimum Days  
01/21: No School - Martin Luther King Day  
01/25: End of Semester 1/ Quarter 2  
01/29 - 02/02: 2nd SBAC Interim Assessment

**FEBRUARY '19**

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

02/04 - 02/08: Parent Conferences (1:45PM dismissal)  
02/05, 02/12, 02/19, 02/26: Minimum Days  
02/18: No School - Presidents Day

**MARCH '19**

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

03/04: Alta PD - Pupil Free Day  
03/05, 03/12, 03/19: Minimum Days  
03/18 - 03/22: 2nd Multicultural Week  
03/25 - 03/29: Spring Break - No School

**APRIL '19**

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

04/01: Cesar Chavez Day - No School  
04/02, 04/9, 04/16, 04/23, 4/30: Minimum Days  
04/12: End of Quarter 3  
04/22-04/26: Parent Conferences (1:45PM Dismissal)

**MAY '19**

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

05/07, 05/14, 05/21, 05/28: Minimum days  
05/27: No School - Memorial Day  
05/31: End of Semester 2/ Quarter 4  
TBD: SBAC TESTING

**JUNE '19**

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

06/04 & 06/11: Minimum Days  
06/12 - 06/14: Parent Conferences (1:45PM Dismissal)

**AUGUST '18**

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

8/01 - 8/20: Teacher Professional Development  
8/21: First Day of Instruction: Minimum Day  
8/21 & 8/28: Minimum Days

**SEPTEMBER '18**

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

09/03: Labor Day - No School  
09/04, 09/11, 09/18, 09/25: Minimum Days

**OCTOBER '18**

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

10/2, 10/9, 10/16, 10/23, 10/30: Minimum Days  
10/19: End of Quarter 1  
10/22: Alta PD - Pupil Free Day  
10/29 - 11/2: Parent Conferences (1:45PM dismissal)

**NOVEMBER '18**

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

11/01 - 11/02: Parent Conferences (1:45PM dismissal)  
11/06, 11/13, 11/27: Minimum Days  
11/09: No School - Veterans Day  
11/12-11/16: 1st Multicultural Week  
11/16: Minimum Day  
11/19 - 11/23: Fall / Thanksgiving Break - No School

**DECEMBER '18**

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

12/04 & 12/11: Minimum Days  
12/17-1/04: Winter Break - No School

## M. Daily Schedule/Minutes Calculator/early Dismissal

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	--36000
1	Select Y/N									0	50400	0	--50400
2	Select Y/N									0	50400	0	--50400
3	Select Y/N									0	50400	0	--50400
4	Select Y/N									0	54000	0	--54000
5	Select Y/N									0	54000	0	--54000
6	Select Y/N	137	400	33	395	4	242	2	242	176	54000	69287	15287
7	Select Y/N	137	400	33	395	4	242	2	242	176	54000	69287	15287
8	Select Y/N	137	400	33	395	4	242	2	242	176	54000	69287	15287
9	Select Y/N									0	64800	0	--64800
10	Select Y/N									0	64800	0	--64800
11	Select Y/N									0	64800	0	--64800
12	Select Y/N									0	64800	0	--64800

Table 23: PTLA Bell Schedule 2018-19

### PREPA TEC - LOS ANGELES Bell Schedule 2018-2019

<b>7th Grade</b> (Mondays, Wednesdays, Thursdays, and Fridays)				<b>6th &amp; 8th Grade</b> (Mondays, Wednesdays, Thursdays, and Fridays)			
	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>		<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Period 1	8:15	9:05	50 minutes	Period 1	8:15	9:05	50 minutes
<b>Nutrition</b>	<b>9:05</b>	<b>9:20</b>	15 minutes	Period 2	9:08	9:58	50 minutes
Period 2	9:23	10:13	50 minutes	<b>Nutrition</b>	<b>9:58</b>	<b>10:13</b>	15 minutes
Period 3	10:16	11:06	50 minutes	Period 3	10:16	11:06	50 minutes
Period 4	11:09	11:59	50 minutes	Period 4	11:09	11:59	50 minutes
<b>Lunch</b>	<b>11:59</b>	<b>12:39</b>	40 minutes	<b>Lunch</b>	<b>11:59</b>	<b>12:39</b>	40 minutes
Period 5	12:42	1:32	50 minutes	Period 5	12:42	1:32	50 minutes
Period 6	1:35	2:25	50 minutes	Period 6	1:35	2:25	50 minutes
Period 7	2:28	3:18	50 minutes	Period 7	2:28	3:18	50 minutes
Homeroom	3:21	3:45	24 minutes	Homeroom	3:21	3:45	24 minutes

<b>7th Grade</b> (Tuesdays - Minimum Days)				<b>6th &amp; 8th Grade</b> (Tuesdays - Minimum Days)			
	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>		<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Period 1	8:15	8:52	37 minutes	Period 1	8:15	8:52	37 minutes
Period 2	8:55	9:32	37 minutes	Period 2	8:55	9:32	37 minutes
<b>Nutrition</b>	<b>9:32</b>	<b>9:47</b>	15 minutes	Period 3	9:35	10:12	37 minutes
Period 3	9:50	10:27	37 minutes	<b>Nutrition</b>	<b>10:12</b>	<b>10:27</b>	15 minutes
Period 4	10:30	11:07	37 minutes	Period 4	10:30	11:07	37 minutes
Period 5	11:10	11:47	37 minutes	Period 5	11:10	11:47	37 minutes
<b>Lunch</b>	<b>11:47</b>	<b>12:27</b>	40 minutes	<b>Lunch</b>	<b>11:47</b>	<b>12:27</b>	40 minutes
Period 6	12:30	1:06	36 minutes	Period 6	12:30	1:06	36 minutes
Period 7	1:09	1:45	36 minutes	Period 7	1:09	1:45	36 minutes

## N. PROFESSIONAL DEVELOPMENT

Prepa Tec - Los Angeles will recruit teachers who are qualified to deliver the educational program, including any innovative components of the International Baccalaureate Middle School Years (IBMYP), further seeks teachers who are qualified and support to meet the needs of all students. Prepa Tec - Los Angeles hires teachers that are CLAD/BCLAD certified, and place a priority on hiring teachers that speak Spanish and English and can provide strong instruction within a structured immersion classroom. Prepa Tec - Los Angeles supports teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of EL students. Additionally, Parents are notified regarding their child's English Language Development along with CELDT/ELPAC scores every progress report or every trimester and/or as often as needed.

The impact of professional development offered through the Prepa Tec - Los Angeles has created an environment that supports student learning and achievement; as well as, supporting and enriching teachers to create motivation to learn effective use the International Baccalaureate process and instruments such as the deficiency diagnostic / prescriptive program that is designed to enhance student academic success and move students into their personal achievement goals.

In the Prepa Tec - Los Angeles' deployment, the approach for monitoring student achievement and teacher effectiveness is carried forward to evaluate an entire school. The Prepa Tec - Los Angeles system provides monitoring, calibration and technical support to ensure each teacher's effectiveness and each student's level of academic achievement.

### **Prepa Tec - Los Angeles Professional Development**

<b>Content Specific</b>	<b><i>Instructional Support</i></b>
Prepa Tec Los Angeles MS Teacher Training-Annually	<ul style="list-style-type: none"><li>• New Knowledge</li><li>• Effective use of the IB Program</li><li>• Deepening Knowledge</li><li>• Generating and Assessment Hypotheses</li></ul>
3 Week Teacher Training	<ul style="list-style-type: none"><li>• IB Training</li><li>• Communicate Learning Goals and Prepa Tec Los Angeles MS educational program, procedures and process.</li><li>• Procedures and process for effective instructional delivery</li><li>• Review all initiations within in the program</li><li>•</li></ul>

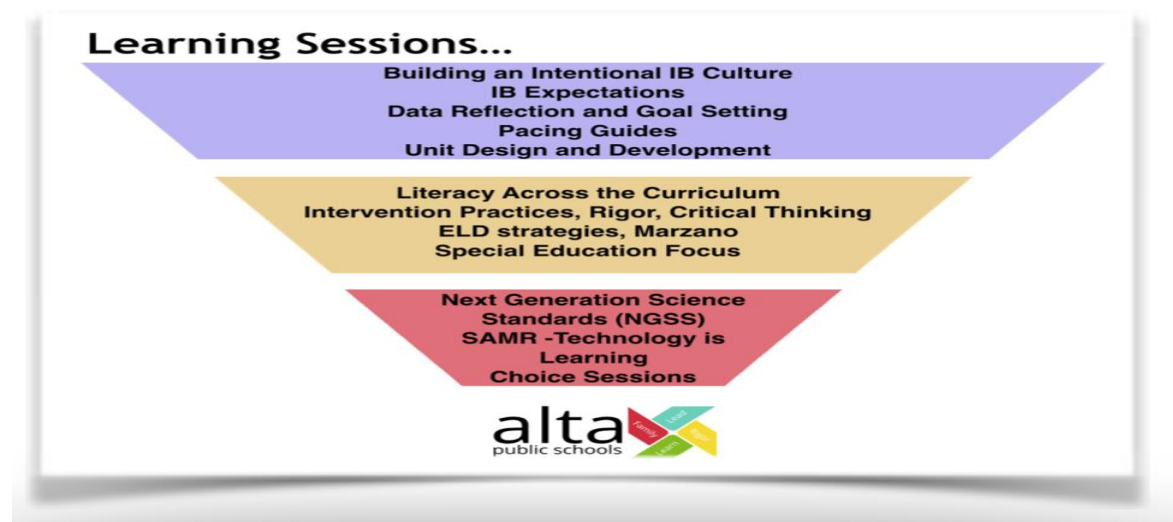
Teacher Support/Monitoring	
IB Systems and Assessments  Teacher Interface – Reference Materials and teacher created models and assessments	<ul style="list-style-type: none"> <li>• Teachers receive data on student outcomes</li> <li>• IB Definition of Success and Measurements</li> <li>• Engagement of students-Motivation</li> <li>• Levels of Rigor</li> <li>• Effective Relationships</li> <li>• Technical Support for students</li> <li>• Communication with each student, teacher and stakeholders</li> </ul>
Getting Students on the Course	
Setting Academic Norms	<ul style="list-style-type: none"> <li>• New Knowledge</li> <li>• Deepening Knowledge</li> <li>• Communicate Learning Goals</li> <li>• Procedures and process for effective instructional delivery</li> <li>• Review all initiations within the IB program</li> <li>• Use of effective Marzano Strategies</li> </ul>
Enacted on the Spot	<ul style="list-style-type: none"> <li>• Adherence to Prepa Tec Los Angeles MS Procedures</li> <li>• High Expectations-Rigorous Curriculum</li> <li>• Engage students-Motivation</li> <li>• Effective Relationships with all stakeholders</li> </ul>

*Alta Public Schools 2016-2017*

Significant to Prepa Tec - Los Angeles' success is to provide teachers the opportunity to participate in our 3 week teacher support training which is an extensive training professional development that is designed to empower administrators and teachers to effectively implement the IB program and interfacing with CA Common Core State Standards. This three-week professional development was held at Prepa Tec - Los Angeles and will be held every summer before the start of the school year. Educators attending the Prepa Tec - Los Angeles learn effective strategies for deploying the IB program in our diverse offerings, including special education, remediation, gifted, English Learners and gifted students. They are also coached on best practices for effectively managing and operating blended learning, technology, and learning uses.

Continued professional development activities initiated in 2016-2017 school year focused on CCSS implementation with identified English Learners and long-term English Learners. English Learner students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction through the use of CA Common Core State Standards in ELD. Provide appropriate intervention and support for EL students via Prepa Tec - Los Angeles' technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments integrated within each course offering.

All new and returning Prepa Tec - Los Angeles educators engage in a three-week intensive Summer Professional Development Institute prior to the start of each school year; as well as, a whole staff orientation where all members of the Alta Public School team are invited to build community and to review specific compliance areas. Alta Public School's summer professional development includes training for all teachers in the development and planning of IB units aligned to the Common Core State Standards, scope and sequence, lesson planning, and instructional delivery. The topics of the learning sessions are listed below.



Prepa Tec Los Angeles will support all educators with professional development during the 2018-2023 school years. Once teachers join the school, substantial resources will be dedicated each year to their continual development, including fourteen (14) days of full time Summer Professional Development (Summer PD) each summer and two (2) full days professional development sessions during the school. In addition, teachers will participate in site-based professional development and data analysis each Tuesday. At the end of each school year, Prepa Tec Los Angeles will conclude the year to discuss and strategize summer growth and school-wide goals for the upcoming year.

Tools for understanding and analyzing student performance data will be introduced at the beginning of each year and during “Data Days” to allow teachers to successfully develop lessons to address the specific skills and content needed by their students.

The Director of IB and Curriculum and Instruction will lead professional development at the beginning, mid-year, and end of the year in the area of IB to support unit development and student progress. The three week Summer PD sessions will focus on IB and Common Core State Standards, data analysis as well as establishing a positive



school culture and setting clear standards for new students to adapt to the school's expectations.

In addition, all teachers and paraprofessional including our special education team participate in two full days focused on the New Art of Science and Teaching. Teachers receive professional development in the areas of feedback, content, and context.

*Table24: Educator Professional Development*

Feedback	Content	Context
<b>Providing and Communicating Clear Learning Goals</b> <ol style="list-style-type: none"> <li>1. Providing Scales and Rubrics</li> <li>2. Tracking Student Progress</li> <li>3. Celebrating Success</li> </ol> <b>Assessment</b> <ol style="list-style-type: none"> <li>4. Informal Assessments of the Whole Class</li> <li>5. Formal Assessments of Individual Students.</li> </ol>	<b>Direct Instruction Lessons</b> <ol style="list-style-type: none"> <li>6. Chunking Content</li> <li>7. Processing and Representing Content</li> <li>8. Recording and Representing Content</li> </ol> <b>Practicing and Deepening Lessons</b> <ol style="list-style-type: none"> <li>9. Structured Practice Sessions</li> <li>10. Examining Similarities and Differences</li> <li>11. Examining Errors in Reasoning.</li> </ol> <b>Knowledge Application Lessons</b> <ol style="list-style-type: none"> <li>12. Previewing</li> <li>13. Highlighting Critical Information</li> <li>14. Generating and Defending Claims</li> </ol> <b>Strategies that Appear in All Types of Lessons</b> <ol style="list-style-type: none"> <li>15. Previewing</li> <li>16. Highlighting Critical Information</li> <li>17. Reviewing Content</li> <li>18. Revising Knowledge</li> <li>19. Reflecting on Learning</li> <li>20. Purposeful homework.</li> <li>21. Elaborating on Information</li> <li>22. Organizing Students to Interact</li> </ol>	<b>Engagement</b> <ol style="list-style-type: none"> <li>23. Noticing When Students Are Not Engaged and Reacting.</li> <li>24. Increasing Response Rates</li> <li>25. Using Physical Movement</li> <li>26. Maintaining a Lively Place</li> <li>27. Demonstrating Intensity and Enthusiasm</li> <li>28. Presenting Unusual Information</li> <li>29. Using Friendly Controversy</li> <li>30 Using Academic Games</li> <li>31. Providing Opportunities for Students to Talk About Themselves.</li> <li>32. Motivating and Inspiring Students.</li> </ol> <b>Rules and Procedures</b> <ol style="list-style-type: none"> <li>33. Establishing Rules and Procedures.</li> <li>34. Organizing the Physical Layout of the Classroom.</li> <li>35. Demonstrating "Withitness"</li> <li>36. Acknowledging Adherence to Rules and Procedures.</li> <li>37. Acknowledging Lack of Adherence to Rules and Procedures.</li> </ol> <b>Relationships</b> <ol style="list-style-type: none"> <li>38. Using Verbal and Nonverbal Behaviors</li> </ol> <b>Communicating High Expectations</b>



Prepa Tec Middle School will continue to revisit Marzano's work throughout the school year. Further Prepa Tec - Los Angeles also participate in three full day of Strategic Design for Student Achievement through the Insight Education Group. The objectives and content overview are listed below.

Ongoing professional and personal growth opportunities are provided based on continuous analysis of student achievement data and student work as well as teacher identified growth needs and interests.

- Teachers benefit most from professional development that provides time for teacher-to-teacher interaction focused on classroom practice. Prepa Tec – Los Angeles teachers have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards and IB units. Teachers meet every week on Tuesday afternoons for an one-hour and half to plan, prepare, analyze, and share promising practices.
- Teachers have the opportunity to participate in peer observations and self-reflection. Teachers are an ongoing part of the design creation and participation of classroom instruction and performance standards as determined by the California Standards for the Teaching Profession. The administrative team conducts individual teacher performance evaluations based on clear benchmarks for performance.
- Students learn best with teachers who are knowledgeable of their subject field, are well trained to deliver rigorous instruction and are able to attend to the diverse needs of each student as an individual. Prepa Tec – Los Angeles teachers work in small collaborative teams using the model of Professional Learning Communities with common planning time where teacher scholarship is fostered and nurtured through communal learning and unit planning, and where accountability for student success is a shared responsibility.
- Staff development is designed by the Instructional Leadership Team in response to identified teacher needs, student needs and school-wide goals. Department leaders come meet every two weeks to examine current educational research on best practices, ways of using student data to inform instruction and align department goals with school-wide goals.
- Prepa Tec – Los Angeles provides school-wide and targeted professional development to both certificated and classified personnel. Before the beginning of the fall semester, teachers have three full Professional Development Days designed to establish goals and lay the groundwork for targeted professional development throughout the year. Teachers meet in their content specific groups to review curriculum, plan IB units, share practice, evaluate strategies, develop common formative and summative assessments, examine data, calibrate student work, and reflect on next steps.
- The recursive cycle of planning, assessing, examining data, and re-teaching helps teachers identify students who need intervention and additional support and provide timely assistance.
- Throughout the year, teachers and classified staff regularly attend professional

conferences and workshops on topics that deal with the Common Core State Standards and the IB program, literacy across content areas, instructional methods and classroom management. New teachers meet regularly with their mentors and individual members of the administrative team to receive support and guidance. In addition, each teacher has a primary instructional coach that observes and provide feedback on teaching and learning.

*Table 26: Educator Professional Development 2*

<b>Educator Professional Development</b>		
<b><i>Supporting Structure</i></b>	<b><i>Frequency</i></b>	<b><i>Focus</i></b>
School Based PD	Monthly	Build capacity for teachers to provide effective instruction in reading, math, NGSS and best practices to support student learning. <ul style="list-style-type: none"> <li>• Intervention strategies</li> <li>• Review of school wide data and monitoring of school goals</li> <li>• IB Teaching and Learning</li> <li>• Instructional Strategies/Best Practices</li> </ul>
Professional Learning Communities (PLC)	Monthly	<ul style="list-style-type: none"> <li>• Collaborative unit and lesson planning</li> <li>• Gathering evidence of current levels of student learning</li> <li>• Developing strategies and ideas to build on strengths and address weaknesses in that learning</li> <li>• Implementing the strategies and ideas</li> <li>• Analyzing the impact of the changes to discover what was effective and what was not</li> </ul>
Data Meetings	Monthly	<ul style="list-style-type: none"> <li>• Grade level data meetings</li> <li>• Principal and teacher data reviews (1 on 1 or by grade level teams)</li> </ul>
Workshops	Fall, Winter, Spring	<ul style="list-style-type: none"> <li>• Focus is based on needs reviewed from observations of teacher practice.</li> </ul>

### School Leader Professional Development

School leaders at Prepa Tec - Los Angeles actively participate in leadership growth and development conferences each month along with instructional rounds and one on one coaching in the area of supervision of instruction during the 2018 to 2023 school years. Each month PTLA Head of School will participate in monthly leadership growth and development professional development. The Head of School will engage in data analysis to begin planning site based professional development in developing school wide goals. School wide goals will follow the SMART goals format in order to ensure each goal is, specific, measurable, achievable, results-focused, and time- bound. After attending two weeks of leadership development during the summer, the Head of School will then submit professional development plans for PTLA in order to ensure alignment between goals and the professional development for the school year.

Throughout the year, the Head of School will participate in professional development sessions to build a system of observation and feedback, data driven instruction, and the instructional practices to meet the needs of all students.

Below lists the specific areas the Head of School will participate each year.

### Leadership Professional Development goals

Leadership Growth and Development 2018-2023		
<b><i>Supporting Structure</i></b>	<b><i>Frequency</i></b>	<b><i>Focus</i></b>
Monthly Leadership PD  <i>Who:</i> Principals, Head of School, Deans, Directors	Thursday of every month	Supervision of Instruction Data Driven Instruction System of Observation & Feedback Transformational Coaching Improving student learning CCSS and Rigor Compliance and Critical Updates
Instructional Rounds (general education/special education) <i>Who:</i> Principals, Head of School, Deans, Directors	Three times a year	Instructional “look fors” Data Analysis Observation of teaching and learning with a focus on ELs and Special Education students Problem of Practice
Special Education Leadership PD <i>Who:</i> RSP Teachers, Psychologist, Counselor, Speech, Principal when appropriate	Once a Month	SpeEd teaching and learning - best practices Compliance/Procedures and protocols IEP procedures Review of SpeEd student progress

Leadership Growth and Development 2018-2023		
<b>Supporting Structure</b>	<b>Frequency</b>	<b>Focus</b>
Weekly Individual one-on-one Coaching and Check In with Leaders	Weekly	Review of goals and data Observation and Feedback Building systems for the supervision of instruction

As part of the learning community, PTLA offers a wide range of parent workshops or trainings on a number of topics that will best assist them in their daily lives.

Table 27: Parent Trainings – 2018-2023

Listed below are topics Prepa Tec – Los Angeles will offer in the 2018-2023 School Years.

Topics	Dates/Time	Focus
Parent Mental Health Workshops Taller de salud mental	Tuesday, of each month martes de cada mes 8:30 am - 9:30 am (Stafford)	Mental Health LCAP UCP
Conversational English Workshop Taller de clases de ingles conversational	Wednesday, of each month miércoles 26 de cada mes 8:30 am 0 9:30 am (Stafford)	ESL Research and Literature
How to use ITIN# for retirement Cómo utilizar su número de ITIN para su retiro	4:00 pm - 5:00 pm (Stafford)	Retirement
IT Computer Classes Clases de computación	4:00 pm - 5:00 pm (Stafford)	Technology
DMV Workshop Taller de DMV	4:00 pm - 5:00 pm (Stafford)	DMV
8th Grade Washington & New York Meeting Junta para viaje de Washington y Nueva York para el 8th grado	6:00 pm - 7:00 pm (Clarendon)	Planning for DC
Coffee with the Principal Cafe con el Director	Twice a Month Morning 10:00 am - 11:00 pm (Stafford) Evening 6:00 - 7:00 pm	UCP LCAP Questions and Answers

Topics	Dates/Time	Focus
Prepa Tec Los Angeles Running Club (7th-10th Grades) (Must have a Trip Slip)	Saturday, October 7, sábado 7 de octubre 7:00 am - 10:00 am	Health Running

Alta Public Schools

## O. Meeting the Needs of All Students

### English Learners (EL/ELLs)

Prepa Tec - Los Angeles will use the LAUSD's English Learner Master Plan for our students and shall administer the CELDT/ELPAC annually. Prepa Tec - Los Angeles shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents. The Table below shows the California Department of Education recommended Transition Plan.

Prepa Tec - Los Angeles implements the LAUSD's English Learner Master Plan to monitor the performance of English Language Learners. We follow the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.

5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, must take interest and responsibility for the education of EL students. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

### **Process for identifying English learners**

Prepa Tec - Los Angeles identifies English Learner students through the Home Language Survey and uses the assessment instruments identified as the California English Language Development Test (CELDT) and will fully integrate and transition into the English Language Proficiency Assessment for California (ELPAC).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

(see page 6 of the LAUSD's EL Master Plan)

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT for 2017. ELPAC will then be used to for the summative assessment in the spring of 2018. Beginning in the 2018-2019 school year, the ELPAC will be used as the initial assessment for qualifying and identifying ELLs.

Based on the performance level, a student may be classified as follows:

#### ***English Learner (EL)***

The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early

Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

### ***Initial Fluent English Proficient (IFEP)***

The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

### **Educational program(s) for English language acquisition**

Once students are identified as English Learners they are provided an effective English language acquisition program aligned to the California Common Core State Standards-English Language Development that offers meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are:

- (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.

Prepa Tec — ~~Los Angeles~~ provides the same instructional program options as listed in LAUSD's EL Master Plan tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers.

### ***Educational Programs:***

1. Structured English Immersion (SEI): Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.
2. Mainstream English Program: Acquire English language proficiency and master grade level academic core content via differentiated instruction and appropriate supports.
3. EL Newcomer: Rapid acquisition of academic English and acculturation to school in the U.S.
4. Accelerated Learning Program for Long-Term ELs: Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.

### **The use of CELDT/ELPAC to support and accelerate student progress towards English proficiency**

Prepa Tec - Los Angeles will use the results of the CELDT and then the Spring ELPAC summative assessment for the 2017-2018 school year and ELPAC for the remaining years of this renewal in the following ways:

1. Identify English Learners and the areas of need.
2. Place students in the appropriate educational program
3. Develop lessons and units embedding the areas of language needs
4. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

### **Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework. and as outlined in the LAUSD Master Plan for English Learners.**

The use of the Common Core State Standards ELD which guides in explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

Prepa Tec - Los Angeles implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction.
2. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
4. ELD instruction is planned and delivered with specific language objectives for each lesson.
5. ELD instruction integrates meaning and communication to support explicit teaching of language.
6. ELD instruction includes carefully planned interactive activities among students.
7. ELD instruction provides students with corrective feedback on form.
8. ELD teachers attend to communication and language-learning strategies during instruction.
9. ELD instruction emphasizes academic language as well as conversational language.
10. ELD instruction continues until students meet reclassification criteria.
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.



In addition, Prepa Tec - Los Angeles will implement the follow actions when planning instruction for English Language Learners.

Table 29: Action Plan for English Language Learners

<b>ACTION 1</b> Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.	<b>ACTION 2</b> Analyze the academic language demands involved in grade-level teaching and learning.	<b>ACTION 3</b> Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.	<b>ACTION 4</b> Connect language and content to make learning relevant and meaningful for ELLs.
<b>ACTION 5</b> Focus on the developmental nature of language learning within grade-level curriculum.	<b>ACTION 6</b> Reference content standards and language development standards in planning for language learning.	<b>ACTION 7</b> Design language teaching and learning with attention to the sociocultural context.	<b>ACTION 8</b> Provide opportunities for all ELLs to engage in higher-order thinking.
<b>ACTION 9</b> Create language-rich classroom environments with ample time for language practice and use.	<b>ACTION 10</b> Identify the language needed for functional use in teaching and learning	<b>ACTION 11</b> Plan for language teaching and learning around discipline-specific topics.	<b>ACTION 12</b> Use instructional supports to help scaffold language learning.
<b>ACTION 13</b> Integrate language domains to provide rich, authentic instruction.	<b>ACTION 14</b> Coordinate and collaborate in planning for language and content teaching and learning.	<b>ACTION 15</b> Share responsibility so that all teachers are language teachers and support one another within communities of practice.	

### **Process and specific criteria for EL reclassification**

On an annual basis (on or about October 1), Prepa Tec - Los Angeles shall submit a certification to the California Department of Education that certifies that they will either adopt and implement LAUSD's English Learner Master Plan which encompasses the following:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Score of Basic or above on the most recent California Content Standards Test ~~(CST)~~ CAASPP/ Smarter Balanced in English-language arts
- English proficiency on the ELPAC overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks
- Parent consultation and approval

### **Process for monitoring progress of ELs and reclassified (RFEP) students**

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions
  - a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
  - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
  - c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
  - d. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs.
  - e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.

2. The ELPAC will be used to monitor progress towards English proficiency. We will use these assessments as well as internal formative assessment to determine English learner progress and provide the necessary intervention supports.
3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners

Prepa Tec - Los Angeles addresses student's linguistic diversity with a positive, additive orientation. Prepa Tec - Los Angeles affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

Prepa Tec - Los Angeles will provide LTELs curriculum and instruction that emphasizes writing, academic vocabulary. and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. Prepa Tec Los Angeles teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

The Principal, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at Prepa Tec - Los Angeles will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

*The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015)*

## **Gifted and High Achieving Pupils**

Ultimately, we expect that all students At Prepa Tec - Los Angeles will achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on Measuring Student Progress for details on the means of assessment currently planned.

Our gifted students will benefit from the same practices, which are helpful to our struggling students. Because our internal systems measure student gains monthly, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages. Our interventions include:

1. **Early Detection.** Prepa Tec - Los Angeles will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first four weeks of school and monthly thereafter.
2. **Family Communication.** We will inform the families as soon as we are sure of the child's performance. Our parents sign a significant Commitment, committing to help their student.
3. **Teacher Collaboration.** At least once a month, grade-level teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment.
4. **Focused Instruction.** The standard Prepa Tec - Los Angeles— instructional approach will be for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards
5. **Ongoing Assessment.** Data is gathered through frequent assessments performed in the subject areas using DORA and ADAM. Teachers will be trained in our school-wide integrated SIS system that will allow teachers to gather, input and assess student information in real-time. This will facilitate the ongoing assessment of all students.

## **Plans to Support High-Achieving Pupils**

The Prepa Tec - Los Angeles community is committed to designing learning experiences that differentiate for different populations of students, including gifted and advanced students. Prepa Tec - Los Angeles believes that differentiation does not imply that teachers must use a different curriculum, but that the complexity and depth of assignments differ to meet the student's need in increasing their knowledge base. Instead of assigning busy and extended work, lessons are crafted to challenge the students to think more critically and engage in the content in depth.

Prepa Tec - Los Angeles' teachers will keep up to date with the research and methods of teaching that best serve the diverse community of gifted students. Differentiation strategies modify what students will know (content), how students will think (process), and how students will summarize and share their learning (products). One example is using

different dimensions of depth and complexity in all lesson plans. Differentiation will also be facilitated through flexible groupings and regrouping of students for different tasks. The groupings will also be based on need, interest, and ability. Students will have the opportunity to experience the content by going on expeditions that allow them to see how scholars use the content they learn in class in a real-life context.

In addition, teachers will offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers will use advanced learning opportunities that allows students to participate in out-of grade-level activities using and selecting resources beyond grade level when appropriate. The teachers will also adjust the time needed to learn, noting that some students learn more quickly than others. Prepa Tec - Los Angeles believes that the family connection is important to the success of the gifted student. Parents will be encouraged to collaborate with school leaders, teachers and children in order to present and develop the individualized plan that best meets their child's needs.

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4. Focused Instruction. The standard Prepa Tec - Los Angeles instructional approach will be for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards

Ongoing Assessment. Data is gathered through frequent assessments performed in the subject areas. Teachers will be trained in our school-wide integrated SIS system that will allow teachers to gather, input and assess student information in real-time. This will facilitate the ongoing assessment of all students

Prepa Tec - Los Angeles will use the following procedure for identifying gifted students: a teacher, parent, or student can make a referral for identification. Identification is accomplished through an assessment process consisting of the following elements: Students must meet one of the criteria for gifted:

- Intellectual Ability
- High Academic Achievement/Specific Academic Ability
- Visual Arts Ability
- Performing Arts Ability
- Creativity Ability
- Leadership Ability

The same progress monitoring and enrichment/intervention process will be used for this subgroup as any other subgroup at the school.

### **Plans for Low-Achieving Pupils**

Prepa Tec - Los Angeles will screen the following data to identify at-risk students in accordance with the California and LAUSD guidelines:

- Students scoring Basic, Below Basic, or Far Below Basic on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts
- Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments. Please see the section in Student Outcomes titled Measuring Student Performance for more information on the assessment methodology to be used
- Students recommended for academic intervention.

Prepa Tec - Los Angeles anticipates that 93.9% or more of our students will be eligible for free and reduced lunch and nearly 19.9% will be English Learners. Because of these challenges, most of our students are considered "at-risk". Our core program is geared to students like these. Prepa Tec - Los Angeles will use strategies listed below to improve academic performance.

### **Students Achieving Below Grade Level in ELA and Mathematics**

In order to address the needs of students achieving below grade level, PTLAMS will ensure the following is implemented:

1. Students not performing a grade level are identifying using the SBAC ELA and Math scores.
  - a. The instructional leadership team disaggregates the data by overall performance in both ELA and Mathematics and reviews the claim level data down to the target list of standards.
  - b. This data is then presented to the entire school team to discuss appropriate and researched based interventions that can be implemented to support student achievement in both content areas.
2. Once students achieving below grade level are identified with specific areas of need, targeted instruction is then implemented in a variety of settings.
  - a. Small group instruction is embedded during the day in either ELA or Math focused specific areas of need.

- b. Teacher collaborate with all disciplines to review how to best integrate ELA and Math CCSS in IB unit lesson design.
    - c. Students performing below grade level are also invited to Saturday intervention courses lead by Instructional Assistants, Teachers, and monitored by school administration.
  - 3. School leaders, coaches, and educators will review student data to monitor progress and to inform instructional practices and interventions.
- instruction is then implemented in a variety of settings.
- a. School data and performance will be reviewed with all educators in professional development, PLCs, and during Student Success Progress Team (SSPT) meetings.
    - b. Common formative assessments as well as interim comprehensive assessments will be administered in order to measure student growth.

### **Strategies to Improve At-Risk Performance**

1. Early Detection. Prepa Tec - Los Angeles will use diagnostic assessments in Reading, Writing, and Math to help us identify struggling students within the first four weeks of school, and every two months thereafter.
2. Family Communication. Prepa Tec - Los Angeles will inform the families as soon as we become concerned about performance. Our parents' sign a significant Commitment Letter affirming help their student get through these times. Prepa Tec - Los Angeles will share formal strategies parents can use at home to help their child.
3. Teacher Collaboration. Teachers will gather once per month to compare their student data, discuss students, and discuss/provide instructional strategies, interventions and enrichment.
4. Focused Instruction. The standard Prepa Tec - Los Angeles instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving for different sub-goals in their development towards meeting the same overall grade-level standards.
5. Direct Intervention. Despite the significant amount of individualization built into the Prepa Tec - Los Angeles curriculum, some students may need more. Teacher Assistants will provide direct intervention to the bottom quartile of our students during the after-school program each day.
6. Ongoing Assessment. Data is gathered both through frequent interim assessments performed in the subject areas. Teachers will have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention.
7. A Commitment to Each Student. The Prepa Tec - Los Angeles mission is to provide a world-class education to each student by bringing all students to grade level and above grade level as our staff will provide a structured program that will help each student succeed in Math, Reading, Writing and more.

## **Socioeconomically Disadvantaged Students**

As previously stated, Prepa Tec is designed to serve all students, including those who would be at risk of achieving below basic proficiency on state exams. Based on the surrounding elementary schools, our target population is 19.9% English Learner (“EL”) and 93.3% Free and Reduced Lunch (“FRL”). As discussed above, we will identify at-risk students based on the data collected through standardized tests scores, exiting records, services provided at their previous schools, interviews with their parents and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Please see the section in Student Outcomes on *Measuring Student Progress* for details on planned assessments. We believe that our students will progress from low-achieving to grade level proficiency and ultimately high-achieving during their time at Prepa Tec, over a three year period. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that Prepa Tec will have a majority of socioeconomically disadvantaged students, who have unique academic challenges and come from varied demographic backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aid this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

Through assessment, Student Success Teams, and parent-teacher communication, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that Prepa Tec - Los Angeles will have a majority of socioeconomically challenged students, which have unique academic challenges and come from varied backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aid this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.



## **Special Education MOU**

“A Memorandum of Understanding (“MOU”) has been executed by and between the Los Angeles Unified School District, participating in Option 3, and Prepa Tec Los Angeles Charter regarding the provision and funding of special education services consistent with the requirements of the SELPA Local Plan for Special Education.”

## **Students With Disabilities**

### **Structure and Services**

As a charter school, Prepa Tec - Los Angeles has the option under Education Code Section 47641 to be deemed a Local Educational Agency (“LEA”) for special education purposes. By participating in the LAUSD SELPA, Option 2 membership as its own LEA, Prepa Tec - Los Angeles will be solely responsible for the provision of special education and related services.

### **General Assurances**

Prepa Tec - Los Angeles shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, Prepa Tec - Los Angeles, not the LAUSD District, will be responsible for the charter school’s compliance with all applicable state and federal laws.

Prepa Tec - Los Angeles hereby provides the following further assurances:

- Per Federal Law, all students with disabilities will be fully integrated into Prepa Tec - Los Angeles programs, with the necessary materials, services, and equipment to support their learning;
- Prepa Tec - Los Angeles will ensure that any student with a disability attending Prepa Tec - Los Angeles is properly identified, assessed and provided with necessary services and supports;
- Prepa Tec - Los Angeles will meet all the requirements mandated within a student’s Individual Education Plan (IEP);
- Prepa Tec - Los Angeles will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Prepa Tec - Los Angeles will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring. However, if the student’s needs as documented on the plan require a program other than inclusion, the school will work with the SELPA to provide an appropriate placement and services.
- Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the

school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

- Prepa Tec - Los Angeles will work with the SELPA to make time and facilities available to meet the needs of the student's IEP;
- Prepa Tec - Los Angeles will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress and will include the SELPA in IEP reviews conducted by Prepa Tec - Los Angeles, where applicable;
- If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Prepa Tec - Los Angeles, which will then forward such written notice to the SELPA within two school days;
- The charter school will encourage open communication between the parents and Prepa Tec - Los Angeles and/or SELPA for any items related to the special education services;
- Students at Prepa Tec - Los Angeles who have IEP's will continue to attend the school, unless the IEP recommends otherwise; and
- In order to comply with Child Find requirements as specified by law, Prepa Tec - Los Angeles has established a referral and assessment process that brings together the parent/guardian, student and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, Student Study Team ("SST") referral, assessment and IEP review.
- The facilities to be utilized by Prepa Tec - Los Angeles shall be accessible for all students with disabilities.

### **Search and Serve**

Upon the commencement of Prepa Tec - Los Angeles year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, Prepa Tec - Los Angeles will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the SST for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a SST composed of the student, the student's parent or guardian, the Principal, and a charter school faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the SST finds that the pre-intervention plan is not sufficient to

meet the student's needs, they will recommend that student for a formal special education assessment. Prepa Tec - Los Angeles may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Prepa Tec - Los Angeles will serve its special education students by providing many of the following school supports, when circumstances permit:

- Implementing smaller class sizes;
- Utilizing a longer school day and/or an extended school year (as described in the instructional days and minutes calendar, Prepa Tec - Los Angeles already provides instructional minutes above the State requirements)
- Pushing-in or pulling-out services by special education personnel:
  - § Push-In: The special education teacher may provide services in the classroom during regular instruction, such as working side by side with a student to understand academic vocabulary when an IEP calls for academic vocabulary comprehension;
  - § Pull-Out: The student(s) will be pulled out of his/her classroom to receive special education instruction and/or services in the special education office or classroom.
- Using technology/accelerated learning software; and
- Parent learning about how to support special education identified children at home through parenting classes, weekly newsletters, and parent support programs as an integral part of the communication process between school and home about available services.

### **Assessment**

Referral for Assessment: The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services.

1. Referral Response: 15 Days: Prepa Tec - Los Angeles' internal method for referral for assessment will be the SST. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Prepa Tec - Los Angeles within 15 days.
2. Notification of Assessment Request: 5 Days: Prepa Tec - Los Angeles will notify the SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Specialist that special education and related services are provided at no cost to them.
3. Assessment Plan: 15 Days: If Prepa Tec - Los Angeles concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days.

4. Parent Consent: 15 Days: If the parent receives a written Assessment Plan, the parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be performed only upon receipt of written parent permission.
5. IEP Meeting: 60 Days: The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment Process: The Special Education Specialist will be responsible for gathering all pertinent information and sharing such information with the SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and Parent input.
- Unless conflicting with SELPA policies and procedures, Prepa Tec - Los Angeles will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.
- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Prepa Tec - Los Angeles will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

### **Interim and Initial Placements of New Charter School Students**

Within California, outside SELPA: In accordance with Education Code Section 56325(a)(1), for students who enroll in Prepa Tec - Los Angeles from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the charter school shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Prepa Tec - Los Angeles shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

Within SELPA: In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Prepa Tec - Los Angeles from a district operated program under the same special education local plan area of Prepa Tec - Los Angeles within the same academic year, the charter school shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Prepa Tec - Los Angeles agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

Outside California: For students transferring to Prepa Tec - Los Angeles with an IEP from outside of California during the same academic year, Prepa Tec - Los Angeles shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Prepa Tec - Los Angeles conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the charter school, and develops a new IEP, if appropriate that is consistent with federal and state law.

### **Development, Implementation, and Review of IEPs**

Development and Implementation of IEPs: Every student who is assessed by Prepa Tec - Los Angeles will have an IEP that documents assessment results and eligibility determination for special education services, such as for autism, deaf-blind, deafness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, vision impairment and other disabilities which may be mandated. The IEP will then be implemented immediately. Prepa Tec - Los Angeles will ensure that all aspects of the IEP and school site implementation are maintained and will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by a general education teacher.

Students at Prepa Tec - Los Angeles who have IEPs will be served in the Least Restrictive Environment (LRE). This means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the such as conferencing by telephone or meeting at the parent's home.

A student's IEP must provide for a Free Appropriate Public Education ("FAPE"), which is an educational program that is individualized to the specific child, designed to meet that child's unique needs, provide access to the general curriculum, meet the grade-level standards established by the state, and be reasonably calculated to provide the student with some educational benefit.

A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon written consent of the parent/guardian, Prepa Tec - Los Angeles will implement the IEP, in cooperation with the SELPA in which Prepa Tec - Los Angeles is a member. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and, where needed, the reasons the student did not meet the goal. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;

A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered; special education programs and services to be provided to a student with a disability are to be made by the IEP team.

The IEP team must include all of the following members:

- A parent or guardian of the student for whom the IEP was developed; the student, if appropriate;
- the Principal or Prepa Tec - Los Angeles representative
- at least one special education teacher;
- a general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;

- a SELPA special education representative, if appropriate; and
- if the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.
- Others familiar with the student may be invited as needed. Prepa Tec - Los Angeles views the parent as a key stakeholder in these meetings and will make every effort to accommodate the parent's schedule and needs so that s/he will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods,
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and accommodations will be made as necessary to measure the academic achievement and functional performance of the pupil on state and district assessments. IEP meetings will be held according to the following schedule:
  1. Yearly to review the student's progress and make any necessary changes;
  2. Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
  3. After the student has received a formal assessment or reassessment;
  4. When a parent or teacher feels that the student has demonstrated significant educational growth

### **Assessment and Accountability**

Assessment data serves as a primary factor in measuring teacher effectiveness, student achievement, and the school's performance in achieving its mission. Assessment will be frequent and cyclical on a daily, weekly, unit, trimester and annual basis, as we believe that maintaining clear awareness of students' levels of mastery is critical to tailoring the curriculum to meet their specific needs.

At the beginning of the school year, all students at Prepa Tec – Los Angeles will take the DORA and ADAM assessment, the Interim Comprehensive Assessment in both ELA and Math against which all future longitudinal growth will be measured. Teacher-developed quizzes, homework, and formative assessments will be utilized to reinforce learning of new content, promote student accountability, and quickly assess the need for re-teaching. Interim assessments will be utilized at the conclusion of each trimester (three times total throughout the school year) to provide students with clear final trimester opportunities to demonstrate academic achievement, as well as for the school to gather, interpret, and analyze comprehensive data regarding student mastery of content.

Prepa Tec – Los Angeles is working towards developing teacher practice that reflect the IB assessment philosophy below.

<b>IB Assessment Philosophy</b>
1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP personal project (or community project for programmes that end in MYP year 3 or 4)

## **P. “A Typical Day”**

The daily life of a Prepa Tec - Los Angeles student is structured so that he/she may be able to get the most out of what our school has to offer - a world-class education delivered through an integrated International Baccalaureate Middle Years Program and a California State standards-based curriculum.

When walking onto the campus of Prepa Tec - Los Angeles you will see a clean, newly constructed, state of the art 3 story building including a complete rooftop exercise yard and dining area balcony. As you enter the secure main office on the first floor, you will see postings with parent information regarding upcoming parent education nights, important school dates, the school’s mission, vision and values and other community information. Visitors will encounter the environmental feel of an International Baccalaureate experience. Parent volunteers will be seen assisting the office staff and teachers with clerical responsibilities. Each visitor will receive a warm welcome and greeting from a member of the office staff.

Once signed in and after receiving a visitor’s pass, the visitor, upon touring the campus will be impressed by the level of engagement and the rigor with which the students are investigating the curriculum, as they follow their daily schedule and move from class to class. The visitors may often be led on a tour by the students themselves, where they



would see students, organized in teams and actively participating in discussions in small groups, interacting with one another and with the teacher, in the process of addressing one of the IB challenge questions – “Why does creativity matter in mathematics?”. They would see students engaged in hands-on projects, doing research projects, writing analytical comparisons, reading texts and making interdisciplinary connections. The visitors would see objects and charts on the walls exhibiting students’ discussions in every academic subject as it aligns to California Common Core State Standards.

Students will be use computer technology to generate solutions to real world problems or tasks. Projects will require students to demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, creativity and innovation. Students will specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, e-mail and applications for presentations and graphics. Additionally, students will understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship. Creation of project products will utilize the IBMYP design cycle as a tool to complete course projects. Students will be assessed through the IBMYP technology assessment criterion including the following aspects of the design cycle: investigate; design, plan, create; evaluate; and attitude. In this course students will be completing course work that will allow them to pursue their tenth grade IBMYP certificate.

Everywhere a visitor looks, there would be evidence of high-level International Baccalaureate student performance, such as, reflections, self-assessments, journals, and most importantly a model of service to community. Throughout the school there would be a feeling of safety, respect and involvement, on the part of every child and every adult. Most of all, the visitors would leave asking themselves why aren’t all schools following this model of excellence.

## **Element 2 – Measurable Pupil Outcomes**

### **Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

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

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

#### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

#### **STANDARDIZED TESTING**

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

#### **A. Measurable Goals of the Educational Program**

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Prepa Tec - Los Angeles’ educational program. Prepa Tec - Los Angeles’ educational goals or objectives, include description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Please refer to the LCFF State Priorities table in Element 1 for a description of the specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

## **Student-Level Outcomes**

It is important to note that while our primary focus in all aspects of our curriculum – direct subject-matter instruction, project-based learning time and instruction in the arts – is in ensuring each student’s mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our “backwards design” approach to lesson planning and our focus on data-informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

Prepa Tec - Los Angeles utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used will be teachers’ assessments of student work and mastery of applicable standards and other learning objectives via student work portfolios, teacher observation, and conversation with students.

The skills, knowledge, and attitudes in the chart below are measureable learning goals derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed. PTLAMS uses the following online assessments.

## ***DORA and ADAM ONLINE ASSESSMENTS***

In addition, to the Prepa Tec - Los Angeles structures that are inherently built into the curricular program, teachers are trained in assessment methods that allow them to continuously monitor students, and differentiate instruction to meet the needs of students at all levels.

### ***Let's Go Learn***

Through adaptive, online assessment and differentiated supplemental instruction, *Let's Go Learn* helps educators utilize technology to ensure the academic success of all their students.

***Let's Go Learn can make individual student assessment or widespread universal diagnosis possible*** with products that are easy to use and scalable our entire school, using our existing computer labs and classroom installations. *Let's Go Learn* provides the opportunity to implement a web-based, diagnostic platform, while allowing teachers to meet the instructional needs of each individual student.

## Reading Assessments

**Diagnostic Online Reading Assessment (DORA)** is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities and prescribe individual learning paths.

**DORA Phonemic Awareness**, ideal for non-readers or struggling readers, measures nine phonemic awareness skills using audio and picture-only items, for a thorough assessment of oral phonemic awareness skills.

**DORA Spanish/EDELL** is a powerful, diagnostic online assessment of student Spanish reading abilities. DORA Spanish/EDELL provides an effective means of comparing students' first language Spanish abilities with their developing second language English reading skills, and allows parents and teachers to best utilize those Spanish reading skills to further develop English reading skills.

## Let's Go Learn Mathematics

**ADAM (Adaptive, Diagnostic Assessment of Mathematics) K-7**, new assessment for 8th grade: Designed specifically to be fully aligned with the Common Core Standards, ADAM assess across 44 constructs within NCTM's five instructional strands.

**DOMA Pre-Algebra** intelligently assesses students in 14 Pre-Algebra constructs and follows with a detailed roadmap for remediation/instruction.

**DOMA Algebra** intelligently assesses students in 11 Algebra constructs and follows with a detailed roadmap for remediation/instruction.

## Individual Student Sample Assessment Reports

All of Let's Go Learn's assessments are accompanied by diagnostic reports for parents, teachers, and administrators. These reports include:

- Descriptive, diagnostic assessment of student strengths and weaknesses
- Comprehensive scoring, with grade-level equivalencies, for all sub skills in the assessment
- Clear, easy-to-read graphics
- Detailed instructional suggestions and intervention techniques, developed by education specialists
- State math and reading standards evaluation available for all 50 states

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- Clear, easy-to-read graphics

- Detailed instructional suggestions and intervention techniques, developed by education specialists
- State math and reading standards evaluation available for all 50 states

Progress monitoring of students' academic achievements is vital to our instructional program.

## **B. Measurable Outcomes: Summative Performance Targets**

### **Student Achievement**

Prepa Tec - Los Angeles will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed throughout each IB unit along with ongoing formal and informal assessments to assess student mastery of content standards. Benchmarks will be administered three times a year. Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards.

Prepa Tec - Los Angeles will meet all statewide California Common Core State Standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non- charter public schools.

## **C. PTLAMS Outcome Goals-Skills, Knowledge, and Attitudes**

Prepa Tec - Los Angeles will satisfy state requirements for student assessments as required by law. Prepa Tec - Los Angeles is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows.

The purpose of assessment is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.

At Prepa Tec - Los Angeles assessment is a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. Prepa

Tec - Los Angeles will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals toward our educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, LAUSD, and the state for student progress and student achievement.

*Table 2.1: IBMYP Objectives and Assessment Criteria*

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing & Understanding	Developing Skills	Thinking Creatively	Responding
Design	Inquiring and Analyzing	Developing ideas	Creating the solution	Evaluating
Individuals & Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
Language & Literature	Analyzing	Organizing	Producing Text	Using Language
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Physical & Health Education	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary	Disciplinary Grounding	Synthesizing and applying	Communicating	Reflecting

*Prepa Tec Los Angeles IB Director, 2017*

## D. Who will be Accountable for Student Progress

Students will be held accountable and taught to be responsible for their own learning through a number of approaches. Parents will be held accountable for involvement in the school and in their child's education. However, at Prepa Tec - Los Angeles' primary responsibility for student progress falls on teachers and administrators.

Some of the programs and practices that hold teachers and administrators responsible for student progress are described below in *Data-Driven Decision-Making*, *Professional Development*, and *Personalization/Student Advisors*.

## **E. Data-Driven Decisions**

Research shows that classrooms can make significant gains in student achievement even with the most academically challenged students, and Prepa Tec - Los Angeles is committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that the students are receiving, the Prepa Tec - Los Angeles community utilizes data-driven decision-making. This process begins with teachers and administrators, CEO, Superintendent, and school leadership teams working together to collect key assessments, setting benchmarks, and pieces of student work. Academic files for every student will be created. Before the students graduate, they must present work from different classes. In essence, they must defend the knowledge they have acquired throughout their matriculation at Prepa Tec - Los Angeles. Data also will include all CDE determined growth targets, reports and Smarter Balanced California Standards Test results, published and teacher generated classroom assessments to determine student needs and the curricular and instructional approaches that best address those needs.

This process keeps all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet all CDE determined growth targets and as set forth in the Every Student Succeeds Act (ESSA)

Data driven instruction is an area of focus in all areas of professional development at Prepa Tec - Los Angeles. Data Driven Instruction and Inquiry (DDI) is a precise and systematic approach to improving student learning throughout the year. The inquiry cycle of data-driven instruction includes assessment, analysis, and action and is a key framework for school-wide support of all student success. The IB Director, School Leaders, IB Coordinators will provide DDI training with Superintendent support. Teachers will receive the following professional development in DDI during summer professional development, monthly on-site PD, and implement during weekly grade level PLC planning:

1. What is DDI? The Impact of DDI on Student Achievement
2. Data Driven Culture. Principles of Effective Assessments
3. Data Analysis Protocols, Tools, and Structure. Setting norms and structure for successful DDI Implementation. Review of DDI Implementation Rubric.
4. Examining Student Work - Implications for Instruction.

It is the responsibility of the school leaders to monitor data driven instruction. The Superintendent and school leaders meet to discuss school wide goals and student data. School leaders create data based action plans to monitor student performance. School leaders are responsible to meet with teachers to support them in

meeting the needs of all learners. The Superintendent will report student progress to the Alta Public School Board.

## **F. Measuring Pupil Outcomes: Summative Performance Targets**

### **Measures and Skills Development**

Prepa Tec - Los Angeles will evaluate academic; as well as, critical-thinking, problem-solving, and interpersonal skills. The following student outcomes are more fully described in Element 1 under “Academic Core Curriculum.” In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element 3 under “Methods to Measure Student Outcomes” and Student Outcomes Align with State Standards:

Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the Common Core State Standards. The chart below demonstrates what each student will master in each core subject.

Prepa Tec - Los Angeles will address all state California Common Core State Standards, NEXT Generation and Appendices. Specific subject proficiency targets are noted in PTLA’s growth targets.

In addition, students at Prepa Tec - Los Angeles will foster lifelong learning and interpersonal skills. All activities will include assessments and reflection on students’ core subject knowledge as well as the following life skills, including

*Table 2.2 Life Skills*

<b>Life Skills</b>	<b>Goals</b>	<b>Measurement</b>
Collaboration and Cooperation	Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level	90% mastery scores earned using IB Cooperation Rubrics
Self-assessment	Assess themselves, be aware of their status, and accordingly change their own behavior and attitudes	90% participation in student self-assessments such as journals, learning logs, IB Rubric Score sheets, etc.



Life Skills	Goals	Measurement
Goal Setting	Learn to set their own short- term and long-term goals in keeping with their own goals and abilities	80% of goals set on student/teacher created goal sheets will be reached each marking period.
Critical Thinking and Problem Solving	Learn to be effective problem solvers and develop advanced critical-thinking skills	90% mastery on Critical Thinking Rubrics used for PBL
Self-discipline	Learn to control their behavior at all times while respecting and upholding the values of the community	5% annual decrease in office Discipline Referrals
Technology	Be familiar with current technology and use programs and tools appropriately in their school work and community project.	80 % of post TechLiteracy Assessment scores will increase over the pre-test.

Prepa Tec - Los Angeles will design projects and lesson plans for each core subject according to California Common Core State Standards. Additionally, all applicable ESSA regulations will be included in the curriculum or assessment procedures as necessary. Prepa Tec - Los Angeles will adhere to the same applicable Title I accountability requirements as other public charter schools in the state, including.

Prepa Tec - Los Angeles' response to the Common Core State Standards in Literacy in Technical Subjects, students apply their literacy skills to enhance their learning. This course will involve using computer technology to generate solutions to real world problems or tasks. Projects will require students to demonstrate the ability to use technology for research, critical thinking, problem solving, decision-making, communication, creativity and innovation. Students will specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, e-mail and applications for presentations and graphics. Additionally, students will understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship. Creation of project products will utilize the IBMY design cycle as a tool to complete course projects. Students will be assessed through the IBMY technology assessment criterion including the following aspects of the design cycle: investigate; design, plan, create; evaluate; and attitude. In this course

students will be completing course work that will allow them to pursue their tenth grade IBMYP certificate.

Prepa Tec - Los Angeles will provide students with “Technology readiness” which is the process by which schools put in place both the technology and technology-related administrative processes to successfully administer Smarter Balanced assessments. Becoming “technology ready” for Smarter Balanced ensures that the required technology operates as seamlessly as possible during test administration, that it does not interfere with or unduly influence the robust and fair assessments of what students know and can do, and that schools are able to live up to their obligations under state and federal education law

## **G. Other Performance Targets**

Prepa Tec - Los Angeles will maintain clear and high expectations for its students and their academic achievements. The school will meet the benchmarks set forth under AB 1137, by outperforming similar and resident schools in the district, and meeting its State growth targets.

All future data will be disaggregated to show how sub-groups such as English Learners, non- English Learners, mobility, gender, and other relevant sub-groups perform. The school administrators, staff, and teachers will be held accountable to the Board for meeting the school outcome goals. Prepa Tec - Los Angeles will pursue the following outcome goals. Pursuant to AB1137, we expect the Prepa Tec - Los Angeles petition to be renewed should it satisfy at least one of the following student outcome goals.

Prepa Tec - Los Angeles will meet all State growth targets. The table below indicates the California Department of Education Comparison of the ELPAC.

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

To focus clearly on student learning, it is necessary to have a grading policy that is authentic, consistent and meaningful. Grading and reporting are foundational elements in nearly every educational system. Grading represents teachers’ professional evaluations — formative or summative — of students’ performance. Reporting is how the results of those evaluations are communicated to students, parents, or others. Because of their fundamental nature, educators must ensure that grading and reporting practices always meet the criteria for validity and reliability. And because of their primary communication purpose, educators must also ensure that grading and reporting are meaningful, accurate, and fair. Since PTLAMS provides students an educational experience that meets both the Common Core State Standards as well as the aims and objectives of the IBMYP, an alignment of the two systems must be developed and used with consistency.

## **What research tells us**

The first step in sound classroom assessment practices associated with grading is to ensure that grades are meaningful. In determining students' grades, teachers typically merge scores from major exams, compositions, quizzes, projects, and reports, along with evidence from homework, punctuality in turning in assignments, class participation, work habits, and effort. Computerized grading programs help teachers apply different weights to each of these categories (Guskey, 2002) that then are combined in idiosyncratic ways (McMillan, 2001; McMillan, Myran, & Workman, 2002). The result often is a grade that is impossible to interpret accurately or meaningfully (Brookhart & Nitko, 2008; Cross & Frary, 1996). To make grades more meaningful, we need to address both the purpose of grades and the format used to report them.

### **Purpose of Assessment:**

- Assessment supports and encourages effective teaching and learning.
- Assessment reflects intercultural dimensions of the programmes.
- Assessment determines the learners' levels of understanding, using both formative and summative assessment.
- Assessment must meet the needs of students at particular ages and stages of development.

### **Principles of Assessment:**

- Assessment is key to planning, teaching, and learning.
- Assessment practices are clear to all members of the school community (teachers, parents, and students).
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback for future learning.
- Reporting to parents is timely and meaningful.

### **Assessment Practices:**

- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process.
- Teachers will report assessment with report cards, parent-teacher conferences, student-led conferences, and anecdotal records.

**In the IB MYP:**

- Teachers will organize relevant assessment and reporting procedures according to the objectives of the programme.
- Teachers will make professional judgments based on the prescribed MYP assessment criteria as defined in the subject guides.
- Teachers will incorporate multiple forms of assessments that are adapted to the learning objectives for each subject.
- Rubrics, exemplars, anecdotal records, checklists, and portfolios will be used to record students' responses and performances as a means of authentic assessment.
- Authentic assessment will be used in conjunction with other forms of assessment such as standardized tests in order to assess student performance and basic skill levels.
- Assessment will be monitored.
- A progress report with student achievement on MYP criteria will be reported at the end of the school year.

These assessment philosophies and practices (from the International Baccalaureate Program Standards & Practices for the MYP) are a series of expectations for all schools offering the Middle Years Program.

**Standard B1.5c:**

The school has developed and implements an assessment policy that is consistent with IB expectations.

**Standard C4.1:**

Assessment at the school aligns with the requirements of the programme(s).

**Standard C4.1a:**

The school uses the prescribed assessment criteria for each subject group in each year of the programme.

**Standard C4.2:**

The school communicates its assessment philosophy, policy, and procedures to the school community.

**Standard C4.3:**

The school uses a range of strategies and tools to assess student learning.

**Standard C4.5:**

The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

**Standard C4.6:**

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

**Standard C4.7:**

The school analyses assessment data to inform teaching and learning.

**Standard C4.8:**

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

**Standard C4.9:**

The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP community project.

**PTLAMS grading and progress reporting systems.**

Progress reports will be provided to parents at the end of each quarterly reporting period during the school year. These reports will communicate the grade for each subject in which the student was enrolled for that period. Quarter grades may be changed to reflect learning that occurs in a subsequent quarter(s).

At the beginning of each school year, principals facilitate a discussion around assessment and grade reporting practices at a staff meeting. Topics will include, but not be limited to, Board and school policies and procedures, IBMYP policies, student assessment and evaluation research and best practice and other relevant topics.

No single project, test, research paper or other assignment can have such a bearing on the student's grade as to cause the student to receive a failing grade at the quarter or semester reporting date.

A grade that reflects the achievement of learning standards will be given in each subject for each of the reporting periods. The quarter grades will reflect the student's knowledge and skill attainment in the subject from the beginning to the final day of the quarter. Letter grades that may be used, with their meaning and grade point value, will be as follows and are aligned to the IB Scale of Achievement:

*Table 2.4: IB Level Descriptors*

IB Achievement Level	Level Descriptor	Conversion to traditional U.S. Grade
7	<i>High quality, frequently innovative</i> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Evidence of high quality analysis, synthesis and evaluation is shown where appropriate. Originality and insight always produces work of high quality.	A+/ A
6	<i>High quality, occasionally innovative</i> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.	A/ A-
5	<i>Generally high quality</i> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight	B+/ B
4	<i>Good quality</i> A good understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation	B/ B-
3	<i>Acceptable quality</i> Acceptable achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support	C+/ C
2	<i>Limited quality</i> Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.	C/ C-
1	<i>Very limited quality</i> Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.	D+/ D

Parent-teacher conferences will take place before the end of the first semester. Additionally, teachers will schedule conferences with parents/guardians of students they feel would benefit from more information not contained on the progress report. Students may be involved in these conferences when the parent and teacher agree that such participation is appropriate for the age of the student and the content of the conference.

PTLAMS teachers shall update student assignment grades regularly (at a minimum every ten (10) school days) on the Power School online reporting system for viewing by students and their families. All assignments and tests shall be graded as soon as reasonably possible, but in no event more than fifteen (15) school days after the

assignment or test is turned in. All assignments received within twenty (20) school days of the end of the first semester must be posted within twelve (12) school days.

### **Who is Involved in the Assessment Process?**

The assessment process at PTLAMS, involves the active participation of students, teachers and parents. They work together to keep each other informed about the child's progress. The student is at the center of the process and is actively involved in and takes some responsibility for his/her own assessment. Teachers, students and parents support each other in the on-going assessment process.

#### **This will be evident when teachers:**

- Plan with assessment as the focus of the teaching and learning in their classroom.
- Value and promote assessment as an integral part of the learning process in the classroom with their students.
- Allow their students time to reflect on themselves and their own learning as part of the teaching and learning process.
- Model the habit of reflection with their students.
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom.
- Adapt their teaching and the learning environment to cater for all student learning styles.
- Provide students with the expected outcomes or assessment criteria prior to a particular task.
- Identify the extent to which the learning outcomes or assessment criteria are met by an individual student.
- Select from a wide range of assessment tools, reflecting student needs and skills.
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents.
- Communicate clearly and openly with students and parents about, achievements, on-going progress and future goals.

#### **This will be evident when Students:**

- Participate meaningfully in assessing and evaluating their own learning.
- Become aware of their own strengths and weaknesses
- Become aware of their own learning style.
- Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.
- Are aware of, use and develop a range of assessment tools
- Share the outcomes of their learning with peers, teachers and parents.
- Contribute to the assessment process through managing their own portfolios.
- Select and reflect on the work put into their portfolios.
- Know what the expectations are for their work and behavior at school.

- Recognize and increasingly use the common assessment vocabulary used throughout the school.
- Prepare for and lead their celebrations with parents and teachers, describing their own learning and explaining the purpose behind the activities they have been engaged in.

## Promotion and Retention

### 1. Warning Notices, Retention, and Promotion

- a. Per California Education Code, Section 49067 (a), the parent of each pupil shall be notified in a conference, or a written report, whenever it becomes evident to the teacher that the pupil is in danger of failing a course. Prepa Tec - Los Angeles policy requires warning notices to be issued at the middle point of the reporting period. The refusal of the parent to attend the conference, or to respond to the written report, shall not preclude assigning a failing grade at the end of the grading period.
- b. Per California Education Code, Section 48070.5 (e), parental notification is required at each reporting period. When a pupil is identified as being at risk of retention; a pupil's parent or guardian shall be provided with the opportunity to consult with the teacher(s) responsible for the decision to retain the pupil.

### 2. School site monitoring of at-risk student

#### (1) Principal or designee

- (a) Monitor development of Learning Contracts and communication with parents/guardians.
- (b) Monitor student participation in intervention programs.
- (c) Monitor students' academic progress by reviewing student achievement results and meeting with teachers during the year to discuss specific plans for instruction.



(d) Coordinate compliance with the guidelines and timelines outlined in this procedure.

(2) Classroom teachers will monitor the academic progress of students throughout the school year, base their instruction on student needs, implement appropriate interventions, and communicate student progress to parent(s)/guardian(s).

(3) Superintendent. During school visits, the instructional leader will discuss with the principal the progress of at-risk students and monitor the overall improvement of achievement at the school site.

(4) Promotion/Retention Decision. As specified by Education Code Section 48070.5, the assigned classroom teacher makes the final decision concerning promotion/retention of students.-Year-end reevaluation. During the last six (6) weeks of instruction, each student identified at risk must be reevaluated by the assigned classroom teacher to determine if the student meets the Promotion. Discussion with parent/guardian. As specified by Education Code Section 48070.5, the teacher's evaluation concerning the student's progress shall be discussed with the parent/guardian before the teacher makes the final determination of pupil retention or promotion. The discussion may occur via a teacher/parent/student conference (preferred), telephone call, a general parent/guardian meeting, or home visitation. When possible, the discussion is to be conducted in the primary language of the parent/guardian. Parents/guardians of students at the exit grade (5/6) who have questions regarding course placement decisions for the ensuing year should be referred to the receiving middle level school.

(5) Decision and placement

a. The teacher may determine that the student is:

- Above/at/close to grade level, and promote the student to the next grade.
- Below grade level, and promote the student to the next grade level with recommended interventions as specified by the teacher.

◦Significantly below grade level, and retain the student in the current grade with promotion contingent upon successful completion of summer school. If sufficient progress has been made and the student meets the promotion criteria at the end of summer school, the student will be promoted with recommended interventions as specified by the teacher.

(6) Documentation and communication of the final decision

- Within the last six (6) weeks of instruction, the teacher will indicate the final decision regarding student placement on the "Teacher Decision to Promote or Retain: Grades 6-8" form, and submit the form to the principal for signature.
- The principal will sign the "Teacher Decision to Promote or Retain: Grades 6-8" form and provide the parent/guardian a copy at least three (3) weeks prior to the last day of instruction. For students recommended for retention, the form should be discussed with the parent/guardian during a conference.
- The notification will inform the parent/guardian that he/she may request a conference regarding the child's academic program in the coming school year. Should the parent/guardian wish a conference, the assigned classroom teacher will coordinate and convene the meeting.
- The notification will inform the parent/guardian of the appeal process.

(7) Parent/guardian appeal process. School sites shall provide parent(s)/guardian(s) an opportunity to appeal the decision of the assigned classroom teacher.

- The appeal shall occur prior to the end of the school year.
- Upon receipt of the appeal, the principal or designee shall review all related evidence and convene a meeting with the assigned classroom teacher, parent/guardian, and student (if appropriate).
- The hearing discussion will include the student's progress, assessment results participation in prescribed intervention programs, and overall readiness for

promotion. When possible, the proceedings are to be conducted in the primary language of the parent/guardian.

- Following the meeting, the teacher and school principal will make the final promotion retention decision.

- The principal or designee shall contact the parent/guardian regarding the disposition of the appeal in a written notification.

- A decision by the assigned classroom teacher and school principal to promote or retain a student cannot be overturned unless “determined to be a direct result of clerical or mechanical mistake, fraud, bad faith or incompetency.”

## **I. Methods To Measure Student Outcomes**

Prepa Tec - Los Angeles will use the following methods to assess student progress and fulfillment of instructional objectives:

- **School wide Quarterly Assessments**, such as DORA, ADAM Assessment will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using a test-generator tool from DORA, ADAM and Interim SBAC. Teachers will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.
- **Classroom Assessment** will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child’s progress and report cards will be sent home quarterly. Teachers will be encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

- **Digital Portfolios** are being created during Design that reflect schoolwide Goals and state standards provide students with the opportunity to reflect upon and demonstrate their learning. Students at Prepa Tec - Los Angeles will document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will incorporate work-based learning activities by reflecting on how they intersect with academic concepts. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.
- **IB Projects and Presentations of Learning** at the end of each semester will demonstrate student learning across disciplines within their Linked Learning pathway. Students will work in extended project blocks during the last week of each semester. IB and Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. Students in the 8th grade might stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution through the modern age complete with an analysis of the impacts on science and society. Students in the 6<sup>th</sup> through 8th grades might complete a service learning project on the technology divide and its impact on freedom, equality, economics and democracy complete with surveys, data analysis and a proposal presented to local authorities.
- **Prepa Tec - Los Angeles** staff will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.
- **State Standardized Testing:** Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Smarter Balanced Testing and Reporting exams.
- **Prepa Tec - Los Angeles Data** Dashboard: Beginning in 2016-2017, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data. In addition to use of the DORA and ADAM Assessment Tools aligned to Common Core State Standards.
- **The FITNESSGRAM** is composed of the following six fitness areas, with a number of test options provided for most areas. (*cde.ca.gov. FITNESSGRAM, 2017*)

## **Element 4 – Governance Structure**

*“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 policy as it relates to charter schools, as they may be amended from time to time.

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

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

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

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

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

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability 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.

### **A. GOVERNANCE STRUCTURE**

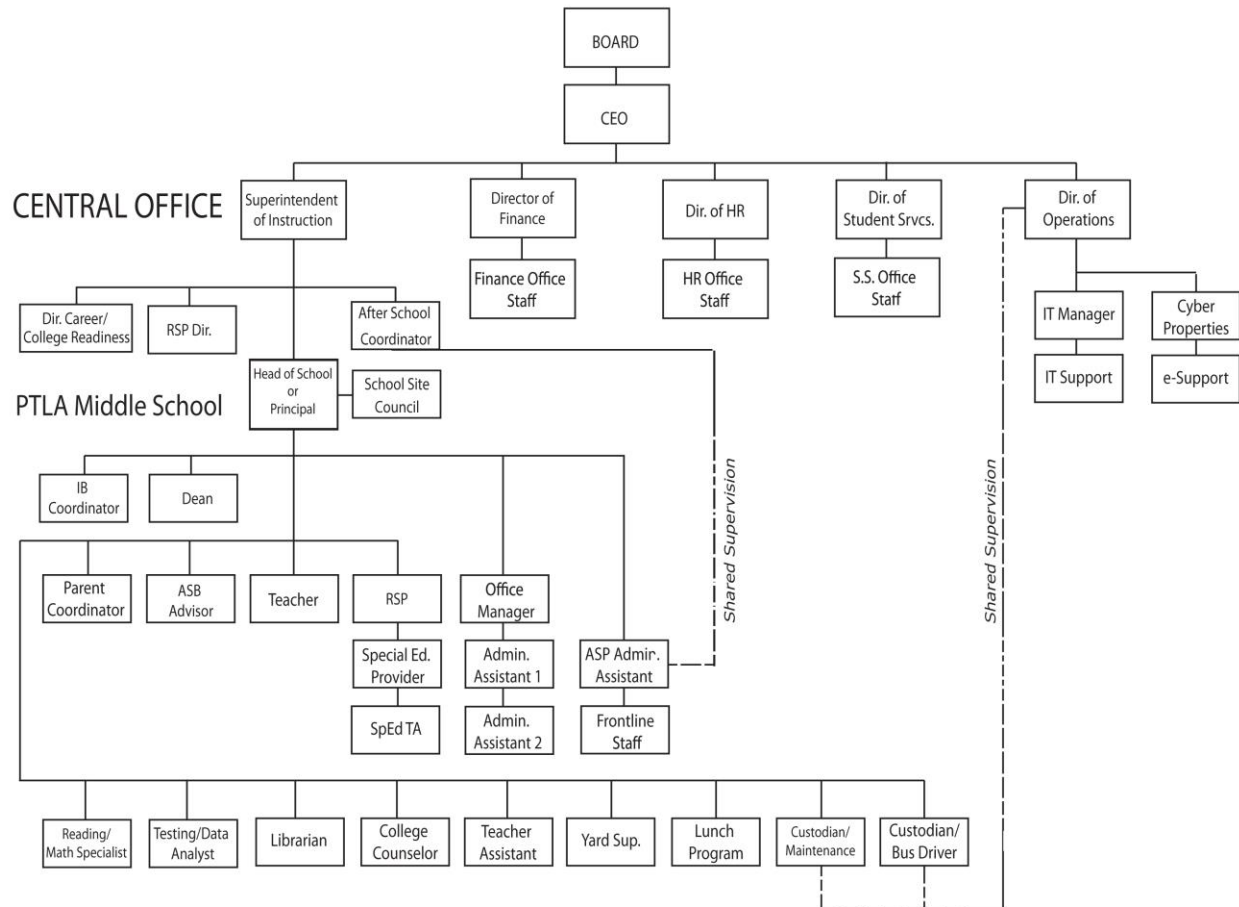
Prepa Tec - Los Angeles (Prepa Tec - Los Angeles MS) is a directly-funded independent charter school and is operated by a non-profit public benefit corporation, Alta Public Schools. Alta Public Schools are organized under the Non-profit Public Benefit Corporation Laws of California, specifically with the purpose of exclusively establishing and operating charter schools pursuant to applicable federal, state and municipal laws and regulations relating to public agencies and charter schools.

An organizational chart illustrating the supervisory, advisory, and key stakeholders is available on the following page.



## B. ORGANIZATIONAL CHART

Alta Public Schools Organizational Structure 2017-2018



The general duties of the Board include:

- Promote, protect and ensure the mission and vision of the Prepa Tec – Los Angeles is carried out.
- Hire, evaluate, and if necessary, terminate the Chief Executive Officer's employment.
- Hire, promote, discipline and dismiss all employees after consideration of a recommendation by the Chief Executive Officer or Superintendent
- Approve all contractual agreements and allocation of funds
- Approve and monitor the implementation of all general policies
- Approve and monitor the annual budget
- Act as a fiscal agent, which includes the receipt of funds for operations
- Contract with an expert external auditor to produce an annual financial audit

- Regularly measure progress of both student and staff performance
- Develop, review, and or revise performance measures, including school goals
- Develop the school calendar and schedule of Board meetings
- Develop Board of Directors policies and procedures
- Review requests for out-of-state or overnight field trips
- Participate in the dispute resolution and complaint process when necessary
- Approve charter amendments
- Approve the annual fiscal audit and performance report
- Approve personnel discipline (suspensions or dismissals) as needed
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions
- Create officers or committees as needed, including but not limited to, hiring committees, compensation committees and an audit committee

The duties of the Board Chair include:

- The Board's point of contact on all operational issues
- Advisement to the Board concerning the Corporation's business
- Oversight and implementation of all Board orders and resolutions
- Representing the Corporation within the boundaries of policies and purposes established, including the SBE
- Updating the Board on staff performance concerning program objectives

The duties of the Treasurer include:

- Oversight of all books and records of accounts and business transactions
- Oversight of all deposits and disbursements of money and valuables
- Oversight of formation and function of annual audit committee findings and reporting
- Serving as a liaison to the SBE on issues related to fiscal matters

The duties of the Secretary include:

- Bookkeeping and noticing for all meetings
- Brown Act training
- Serving as a liaison to the SBE on issues related to policy and records

## **C. Roles and Responsibilities of Executive-Level Staff**

The duties of the Chief Executive Officer include:

- Ensuring the overall management of the Charter School
- Developing and implementing policies and procedures pursuant to the school's mission
- Serving as the staff liaison to the Board of Directors
- Including job responsibilities outlined in Superintendent Job Description in Element 5

The duties of the Superintendent of Instruction include:

- Serving as the chief academic officer for the Charter School
- Supervision of academic instruction
- Monitoring academic accountability and student progress toward measurable outcomes
- Including job responsibilities outlined in Superintendent Job Description in Element 5

The duties of the Director of Finance

- Serves as the chief financial officer for the Charter School
- Monitors the financial viability of the Charter School
- Provides general accounting for the Charter School, including benefits accounting and payroll
- Provides all financial reporting to local, state and federal agencies

The duties of the Director of Student Services

- Serves as the manager of student services, such as in meal accounting and enrollment activities
- Monitors enrollment process and serves as lead for outreach and retention activities
- Serves as oversight coordinator for meal and attendance reporting
- Serves as oversight coordinator for all parent coordination activities

The duties of the Director of Human Resources

- Serves as the lead coordinator of human capital, on-boarding and off-boarding
- Serves as the Custodian or Records for all local, state and federal agencies
- Monitors all staff compliance with department of justice and health requirements
- Leads payroll activities and monitors all benefits and cost reporting

The duties of the Director of Operations

- Provides maintenance and development of new and existing properties
- Monitors grounds maintenance and custodial work for all existing facilities
- Acts as owner's representative for all city and county permitting functions
- Oversees student transportation logistics and DMV monitoring

## **D. Governing Board Composition and Member Selection**

The Board of Directors of Alta Public Schools governs Prepa Tec - Los Angeles and other charter schools under the corporation.

The Board of Directors shall consist of no less than (5) nor more than nine (9) directors unless changed by amendment to these bylaws. The Board composition shall include one (1) parent representative from each charter school operated by Alta Public Schools And three (3) to five (5) community members.

*Vacancies on the Board of Directors may be filled by approval of the Board of Directors.* Any vacancy caused by the death, resignation, or removal of a Director shall be filled in accordance with the provisions of California Corporations Code: Title I, Corporations; Division 2, Non Profit Corporations Law; Part 2, Non Profit Public Benefit Corporations, Chapters 1-19 as indicated in APS Bylaws.

The current Board has seven (7) voting members, with several advisors and with additional board positions available for community members. One of these available Board positions is for a Los Angeles Unified School representative. One annual Board seat is reserved for a parent representative (voting member) of the Prepa Tec - Los Angeles, and LAUSD representative (non-voting member), respectively.

The current members of the Alta Public Schools Board of Directors are listed here, along with terms and areas of professional expertise.

*Table 4.1: Alta Public Schools Board Members*

<b>Board Members</b>	<b>Term End Date</b>	<b>Board Position/Area of Expertise</b>
Patricia Rogers, Chair	April 1, 2018	Vice President/Senior Private National Banker, Corporate Banker
Bobbi Shimano, Secretary	June 1, 2018	Vice President/Portfolio Manager
Jesse Pelayo, Member educator/Businessman	January 1, 2020	Instructional technology, business entrepreneur
Gregory Tanner, Member	August 8, 2018	Attorney
Ricardo Ortega, Parent Representative/Treasure	August 1, 2018	IT networking; member of Academia Moderna School Site Council
Rita Assaf, Member	May 8, 2019	Retired Principal, Career Educator-worked as a Principal, Assistant Director
Martha Servin, Member Parent	June 1, 2020	Parent

*Alta Board Members 2017*

The composition of the Alta Public Schools Board of Directors contributes to effective school governance by ensuring that key areas of business, finance, and educational administration are represented by the body charged with fiduciary duty over the Charter School. Moreover, the board's composition was designed to include community and parent membership to ensure that decision-making is informed by internal and external constituencies.

## **E. Criteria and Process for Selecting Board Members**

### Board member qualifications

The Alta Public Schools Board of Directors maintains broad professional representation in its composition, including but not limited to: educational administration, community affairs, finance, philanthropy, public employment, real estate, technology, and visual and performing arts.

### Selection process

Board members and officers are elected at the annual meeting each year. Before the annual meeting, a nominating committee of three Board members nominates qualified candidates for a three-year term of service or until a successor is elected. Any candidate may be nominated by members of the school community provided that it is passed along to the nominating committee. As indicated in the bylaws, "all subsequent directors shall be elected by a majority vote of the Board at the annual meeting of the corporation, including the votes of any Director whose term of office expires with such meeting."

### Board member terms

"All Directors shall serve terms of three (3) years, arranged so that not more than one-half plus one of the Directors' terms shall expire in any year. Directors may serve any number of consecutive terms." The Board will elect officers beginning with the President, Secretary and Treasurer, and can create Officers of the Corporation as it sees necessary.

## **F. GOVERNANCE PROCEDURES AND OPERATIONS**

Alta Public Schools Bylaws state that "Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. 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." It is the prerogative of the Board to meet as the members deem it necessary.

## **G. Location and frequency of board and committee meetings**

Public meetings are held once each month, and all Board committees may meet in the interim and may make recommendations to the APS Executive Committee and subsequently to the Board. All Board and Board committees will abide by the laws pertaining to open public meetings.

Meetings of the Board of Directors are held at such times and places to best accommodate the public, in accordance with Government Code section 54954(b). In accordance with the Brown Act, 72-hour public notice is given before a regular meeting, and 24-hour notice if given before special meetings.

## **H. Location(s) for posting board and committee meeting agenda**

Agendas are posted in areas that are convenient for public viewing. At minimum, board and committee meeting agendas are posted in the Charter School's front office and on the School's website. Additionally, minutes of these meetings are recorded and filed in the administration office, and are accessible for public viewing or reproduction and are posted on the Charter School's website.

## **I. Process for setting annual calendar/board and committee meetings**

Each June, the Chief Executive Officer submits to the Alta Public Schools Board of Directors, a proposed calendar of regular board meetings for the following fiscal year (July 1 – June 30). The Alta Public Schools Board of Directors then adopt the board meeting calendar, subject to discretionary meeting date changes. Similarly, annual committee meeting schedules are proposed by the committee chairs for the following fiscal year.

## **J. BOARD OF DIRECTORS' DECISION-MAKING PROCEDURES**

### **Quorum and voting requirements**

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

## **K. ABSTENTION**

*Board members reserve the right to abstain from any vote that may appear as a conflict of interest relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest. Any votes must otherwise be consistent with all applicable conflict of interest and ethics requirements.*

A Board member who is affiliated with a prospective vendor, consultant or employee shall abstain from voting with regard to any transaction between the Charter School and that person and, after disclosing his or her interest, shall leave the room during discussion and while the vote is taken and in accordance with Government Code 1090 as it relates to Conflict of Interests.

## **L. Teleconference participation**

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The Board will meet monthly, unless otherwise directed, to review Prepa Tec - Los Angeles's gains and provide support in achieving short-term and long-term goals set by the school.

## **M. STAKEHOLDER INVOLVEMENT**

The Prepa Tec - Los Angeles decision-making process in which all school stakeholders are represented is designed to:

- Ensure that all decisions regarding policy and practice made at Prepa Tec - Los Angeles are focused to achieve the educational student outcomes outlined in the petition
- Ensure that all staff members are involved in the decision-making process
- Ensure that parents, community members, and all school personnel are involved as active partners in the decision-making process
- Ensure that all stakeholders model a collaborative, consensus-building school culture applied to all decision-making processes

The Prepa Tec - Los Angeles model of decision-making will be democratic in nature. If an agreement cannot be reached on any issue, the Chief Executive Officer will have final authority in all matters pertaining to school operations. The Superintendent will have final authority in all matters pertaining to instructional pedagogy. The International Baccalaureate program is founded on the principle of inclusiveness. Therefore, as representatives of the IB program, all staff will model a culture of consensus building that is strongly aligned with the vision and mission of Prepa Tec - Los Angeles. It is our belief that as we build an IB culture and community, more parents will champion the school vision and mission.

## **N. Staff involvement in school governance**

Both classified and certificated staff will have the opportunity to participate in staff advisory committees. These committees will provide a communication channel by which the Chief Executive Officer, Superintendent, and School Site Council will be informed of employee stakeholder inquiries, ideas, and concerns.

## **O. Parent Involvement in School Governance**

Prepa Tec - Los Angeles understands that parental involvement in the life of the school is essential to the success of the school. Prepa Tec - Los Angeles made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional program. Prepa Tec - Los Angeles will encourage parents to participate in the school by:

1. Signing a commitment with the school, after the student is enrolled, that will encourage each parent to participate in the life of the school at least 20 hours/year. These volunteer hours are not a condition of enrollment or continued enrollment. Alternative methods to fulfilling hours, such as in-house reading time or Saturday and holiday school



cleanup days will be provided for those parents that can't meet their commitment due to hardship conditions. Parents will be notified of these alternatives on a case-by-case basis through an in-person meeting with the Head of School or the Superintendent. Parents may opt out of their volunteer hours by marking "opt out" on the Volunteer Hours Commitment form. Alternatives include:

1. Saturday school clean up days
2. Holiday school clean up days
3. In-home reading time with school students
4. In-home teacher grading or translating
5. In-home trip scheduling
6. In-home communications with other parents

2. Parents will be encouraged to serve on the School Site Council (SSC). Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. The school web site will facilitate the dissemination of information on areas of specific interest to parents.

The process by which stakeholders are involved in the consultation is to join the Charter School's Board of Directors and the School Site Council, the Prepa Tec – Los Angeles Head of School/Principal will involve the students, parents, teachers and staff in developing the school's annual LCAP and will work with all stakeholders to participate in reviewing the school's annual progress and providing feedback on established goals to allocate resources for potential needed program adjustments for coming years.

### **As per Statutory Provisions:**

Adhering to EC Section 52852 reads as follows:

A School Site Council (SSC) shall be established at **each school, which** participates in school-based program coordination. The council shall be composed of the Principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

### **School Site Council and Other Committees**

The Superintendent of Instruction will manage the day-to-day operation of the instructional program and instructional staff of all schools. The Superintendent will assist in creating and may lead specific committees, which will include all stakeholders of the instructional program. The Head of School will create parent and teacher committees, for example, per grade level to oversee the implementation and development of a certain grade level. The Superintendent may choose to serve on the CCS or other committees

and have a designee to gather parent and school-level information to be taken for discussion and information to the APS Board.

### **Committee composition and selection**

Each grade level will select teachers and parents to serve on these committees and all representatives will be selected on an annual basis. Parents will elect representatives to serve on the School Site Council and other grade level and school-wide committees.

A School Site Council was established at **each school, which** participates in school-based program coordination. The council shall be composed of the Head of School/Principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the secondary level the Council shall be constituted to ensure parity between (a) the Principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

1. The Head of School or Principal, as they are the same, shall be an ex officio member of the school site council.
2. The Head of School may invite other stakeholders to act in an advisory capacity at the School Site Council meetings. The Council meets once each month to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process, as is part of the development of the Local Control Accountability Plan (LCAP). While the model of decision-making at Prepa Tec - Los Angeles is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the Chief Executive Officer holds final authority in all matters pertaining to operations and the Superintendent of Instruction and Head of School/Principal has final authority in all matters pertaining to instruction.
3. Taking part in the School Site Council and other parent and school-wide committees, such as the fundraising and curriculum committees. In these committees parents will be encouraged to make recommendations on any and all matters related to the strengthening of the Prepa Tec - Los Angeles community.
4. Taking part in weekly parent informational meetings and workshops that will be held to assist parents in supporting their children's experience at Prepa Tec - Los Angeles.
5. Taking part in the creation of a monthly newsletter created for parents by parents.
6. Taking part in the creation of a Parent Center dedicated to parent learning.

## **English Learner Advisory Committee (ELAC)**

English Learner Advisory Committee In accordance with the California Education Code, section 52176(b), all schools with twenty-one or more English learner (EL) students, not including Reclassified Fluent English Proficient (RFEP) students, are required to establish an English Learner Advisory Committee (ELAC). Schools are required to form the ELAC at any time during the school year when the number of identified EL students reaches 21 or more. All parents with students attending the school in which the ELAC is established are eligible and should be encouraged to participate in the ELAC. The Principal/Head of Instruction must ensure that ELAC members receive appropriate training.

### **Responsibilities**

1. The ELAC shall be responsible for advising the Head of School/Principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
  - a. The school's needs assessment.
  - b. Ways to make parents aware of the importance of regular school attendance.
  - c. Advise on the development of the SPSA in relation to the English Learner Master Plan.
  - d. Assist in the development of the school's language census, assessment of achievement gaps of the EL student population, and the development and evaluation of the school's programs and services for EL students.
  - e. Advise on efforts to inform parents about the importance of regular school attendance, review the school's student attendance data and the Alta Public Schools' student attendance policy.
  - f. Include on the meeting agendas information related to the Alta Public Schools' English Learner Master Plan.
  - g. Use the Comprehensive School Needs Assessment to identify and address the linguistic and academic needs of EL students and to develop training and support for parents.
  - h. Convene six times per year at a time that is agreeable to members. These six meetings do not include a mandatory orientation and election.
  - i. Adhere to the California Open Meeting Law (Greene Act) as required by California Education Code 35147, provided bylaws (see Section V and Attachment B2) and Robert's Rules of Order (see Attachment M).
  - j. Maintain the following documents on file (scanned electronic or hard copy) in a secure location for five years and be available for review during Alta Public Schools , state and federal compliance reviews: orientation and election meeting announcements, ballots, minutes, records of attendance, agendas, handouts, documents used to verify member eligibility requirements,

## **Composition Requirements**

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership, as English learners constitute of the school's total student population. Forty-three percent of the students at Prepa Tec Los Angeles HS are English learners; parents/guardians of English learners comprise 43 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

## **Elections**

1. Parents or guardians of English learners will have an opportunity to elect the parent members to serve on the ELAC or subcommittee.
2. Each ELAC shall have the opportunity to elect at least one member to the Alta Public Schools English Learner Advisory Committee (ELAC).
3. Alta Public Schools s with 31 or more ELACs may use a system of proportional or regional representation.

## **Training**

The Alta Public Schools shall provide for all ELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
2. Training planned in full consultation with ELAC members.
3. Economic Impact Aid-Limited English Proficient and/or Alta Public Schools funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

## **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

### **Employee Positions and Qualifications**

Prepa Tec - Los Angeles assumes it will employ a Head of School/Principal, Dean, IB Coordinator, teachers, Special Education specialist, office manager, office assistant, teacher assistants, yard personnel and a custodian. Upper management assistance or management will come from Alta Public Schools, its parent organization. Some of these positions from APS include Chief Executive Officer, Director of Human Relations, Director of Student Services, Director of Finance, Director of Operations, and Superintendent of Instruction.

## **Job Descriptions and Qualifications**

All Alta Public Schools directors that serve PTLA shall exhibit the following leadership traits:

- Is accessible to all in the community including teachers, staff, parents, and children
- Acts with fairness, integrity, and respect for diversity
- Leads collaboratively at every level of the school
- Is knowledgeable of the educational and/or business practices that will fulfill our school's mission
- Utilizes all available financial and human resources to maximize student performance

### **Chief Executive Officer**

The primary objective of business management at Prepa Tec - Los Angeles is to utilize resources effectively by aligning all financial, funding, physical plant, and data collection practices with the educational improvement strategies of the school. S/he provides leadership by (1) advocating and supporting the philosophy, mission, and direction of the school in the school and greater community; (2) garnering support and commitment for the Prepa Tec - Los Angeles mission and vision and IB program from staff, students, parents, and the community; (3) implementing program initiatives through appropriate professional staff development; and (4) promoting a team environment by implementing a shared decision making process agreed upon by all stakeholders. The Chief Executive Officer is required to prioritize and fulfill the following job responsibilities:

#### **I. Stakeholder Relations**

##### **General Relations**

- Ensures proactive clear communication with Superintendent, Staff, and Board
- Updates the Prepa Tec - Los Angeles community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or school values
- Board Relations
- Works with Superintendent, Board and attends all Board meetings
- Provides the Board "The CEO's Report," a complete written status report to be presented at all regularly scheduled Board Meetings
- District and Community Relations
- Works with District to secure needed resources, such as Prop 39 facilities, Special Education services
- Networks with community funding resources
- Parent Relations
- Leads, and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body

- Encourages and motivates parent participation to meet volunteer hour requirements
- Conducts surveys for parent feedback and publishes results in the school newsletter
- Staff Relations
- Maintains positive environment
- Acts as liaison/mediator between all members of the Prepa Tec - Los Angeles community
- Clarifies and resolves personnel issues

## **II. Supervision**

### **Staff Supervision**

- The CEO oversees the Superintendent and the other APS Directors. The school Head of School/Principal oversees the Office Manager and other administrative positions, such as the Dean, to ensure completion of all job responsibilities at school site
- Provides opportunities for teacher leadership
- Articulates an active supervision model which encourages high staff performance
- Oversees APS administration staffing responsibilities
- Creates and updates an Employee Handbook which includes personnel policies
- Ensures adequate staffing and training for planned extended day program

### **School Supervision**

- Ensures campus safety and orderliness
- Creates and implements a school wide emergency plan
- Ensures compliance with school safety needs

### **Staff Development**

- Determines and facilitates administration staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

### **Special Education Supervision**

- Supports Superintendent which holds Principal and Special Ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

### **Parent Education**

- Facilitates parent education and parent involvement in school culture
- Facilitates educational workshops based on need for parents and volunteers

### **School Committees and Parent Groups**

- Attends meetings of parent groups and business committees
- Provides support and timely information to facilitate the achievement of committee goals

### **III. Strategic Planning Oversight**

- Conducts an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing long- and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's programs can be developed to realize the school's vision
- Communicates and collaborates with school community to meet planning needs

### **IV. Review of Programs**

- Provides support to Superintendent in applying for WASC accreditation
- Oversees school-wide Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

### **V. Business Management Responsibilities**

#### **Development**

- Identifies grant sources and oversees execution process
- Implements school-wide fundraising opportunities
- Motivates school community to develop fundraising opportunities
- Networks possible funding sources
- Maintains database of contributors and contacts, and performs follow up
- Seeks new sources of funding on an ongoing basis, and cultivates current sources
- Oversees State, County and District funding requests
- Integrates fundraising/development efforts into the long term goals of the school
- Finds resources within parent community to support development efforts
- Creates building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

#### **Finance and Accounting**

- Creates and manages budget with direction from Board, Budget and Executive Committees

- Creates detailed reports on school's financial status and submit at regularly scheduled Board Meetings

- Manages payroll and benefits
- Manages contracts

#### **Physical Plant**

- Interfaces with building management
- Oversees maintenance and janitorial services
- Maintains code compliance
- Implements computer technology maintenance and support
- Manages purchasing and inventory

#### **Data Management**

- Oversees maintenance of website and school network
- Oversees the acquisition and training of school Student Information System



- Oversees the gathering, analysis, interpretation and reporting of data
- Oversees records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Oversees attendance reporting process in order to maximize funding

**Overall Qualifications:**

- Master's Degree in Education or equivalent or
- Demonstrated experience in the leadership and management
- At least 5 years' experience in the field of charter school education
- Demonstrated organizational development leadership
- Experience in school finance and nonprofit management
- Demonstrated expertise in partnership development and fundraising
- Knowledge of and experience in school governance
- Experience in and knowledge of IB education
- Demonstrated commitment to continuous improvement process and utilization of data in school improvement
- Background Clearance from FBI/DOJ
- TB Clearance

### **Superintendent of Instruction**

The Superintendent will be responsible for the achievement of the mission and vision of Prepa Tec - Los Angeles through successful implementation of the educational program.

S/he provides leadership by (1) advocating and supporting the philosophy, mission within the Prepa Tec - Los Angeles staff, students, and families; (2) being committed to the implementation of the school's innovative programs including the IB program and a robust ELL, ELA and math programs; (3) providing support for program initiatives through appropriate professional staff development; (4) working effectively within a team environment; (5) demonstrating the use of appropriate communication tools and current technology; (6) promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation; (7) implementing a shared decision-making process agreed upon by all stakeholders; (8) demonstrating the ability to make informed and objective decisions; and (9) modeling life-long learning by engaging in continuing education.

The Superintendent contributes to a culture of excelling by fulfilling the following responsibilities:

#### **I. Instructional Leadership**

##### **Curriculum Development**

- English Language Learner education, approach, and curriculum
- Special Education
- Curriculum development in conjunction with State standards
- Alternative assessment models, and Methods and Practices
- Guides teachers in individualizing the curriculum and/or creating units
- Classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum

- Continues to develop own expertise and knowledge of educational and administrative practices

#### Staff Development

- Determines and facilitates instructional staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops new teacher mentoring program
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

#### Behavior Support

- Supports teachers in student behavior management
- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed

#### Parent Education

- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers

## **II. Communication Responsibilities**

#### General Relations

- Ensures proactive clear communication with Chief Executive Officer, Directors, Staff, and Board
- Updates the Prepa Tec - Los Angeles community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or values of the school
- Board Relations
- Works with Chief Executive Officer, Board and attends Board meetings
- Provides the Board "The Superintendent's Report," a complete written status report to be presented at all regularly scheduled Board Meetings
- District and Community Relations
- Supports the Chief Executive Officer working with District to secure needed resources
- Supports the Chief Executive Officer working in networking with community funding resources
- Parent Relations
- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation to meet volunteer hour requirements

- Staff Relations
- Maintains positive environment
- Acts as liaison/mediator between all members of the Prepa Tec - Los Angeles community
- Clarifies and resolves personnel issues
- 

### **III. Supervision**

#### **Staff Supervision**

- The Superintendent hires and oversees the instructional staff, educational consultants and yard positions to ensure completion of all job responsibilities
- Evaluates the Head of School/Principal and assist the Head of School/Principal in the evaluation of teachers and provides feedback
- Provides opportunities for Principal and teacher leadership
- Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- Oversees instructional staffing responsibilities
- Assists in the creation and updates an Employee Handbook which includes personnel policies
- Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- Ensures adequate staffing and training for planned extended day program
- General school supervision
- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan
- Ensures compliance with school safety needs

#### **Special Education Supervision**

- Meets regularly with on-site special education personnel
- Requests monthly report from special education personnel outlining the amount of time each has spent with special education students and parents as correlated with IEP mandates
- Holds special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents
- School Committees and Parent Groups
- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals

### **IV. Strategic Planning Responsibilities**

- Provides support for an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long- and short-term needs based on staff, committee, and community input

- Articulates the means by which the school's instructional programs can be developed to realize the charter's vision
- Communicates and collaborates with school community to meet instructional planning needs

## **V. Programs Review**

- Applies and monitors IB Authorization
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

## **VI. Business Management Responsibilities**

### **Development**

- Identifies grant sources and provides support for the execution process
- Provides support for school-wide fundraising opportunities
- Provides support in motivating school community to develop fundraising opportunities
- Provides support in networking possible funding sources
- Provides support in creating database of contributors and contacts
- Provides support in integrating fundraising/development efforts into the long term goals of the school
- Provides support in finding resources within parent community to support development efforts
- Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

### **Finance and Accounting**

- Provides support in creating instructional budget with direction from Board, Chief Executive Officer, Budget and Executive Committees
- Manages instructional contracts, such as services provided by Rosetta Stone for ELs
- Physical Plant
- Provides support and interfaces with building management
- Provides support in maintaining code compliance
- Provides support in implementing computer technology maintenance and support
- Provides support in purchasing and inventory

### **Data Management**

- Provides support in maintenance of website and school network
- Provides support in the acquisition and training of school Student Information System
- Provides support in the gathering, analysis, interpretation and reporting of data
- Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Provides support in attendance reporting process in order to maximize funding

#### Overall Qualifications:

- Professional Administrative Credential and/or Master's Degree in Education or equivalent
- At least 5 years' experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about IBDP and school leadership
- Background Clearance from FBI/DOJ
- TB Clearance

#### Head of School/Principal

The Head of School/Principal will be responsible for the achievement of the mission and vision of Prepa Tec, LA Middle School through successful implementation of the educational program and excellent operations management.

The Head of School or Principal will have knowledge of:

##### Curriculum Development

- English Language Learner education, approach, and curriculum
- Special Education
- Curriculum development in conjunction with Common Core State Standards
- Alternative assessment models, and

##### Methods and Practices

- Guides teachers in individualizing the curriculum and/or creating units
- Classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum
- Continues to develop own expertise and knowledge of educational and administrative practices

##### Staff Development

- Determines and facilitates instructional staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops new teacher mentoring program
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

##### Behavior Support

- Supports teachers in student behavior management
- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed

##### Parent Education

- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers

## **Communication Responsibilities**

### **General Relations**

- Ensures proactive clear communication with Superintendent of Instruction, Staff, and CMO
- Updates the school community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or values of the school

### **Board Relations**

- Works with Superintendent of Instruction, Board and attends Board meetings
- Provides the Board “The Principal’s Report,” a complete written status report to be presented at all regularly scheduled Board Meetings

### **District and Community Relations**

- Supports the Superintendent of Instruction working with District to secure needed resources
- Supports the Superintendent of Instruction working in networking with community funding resources

### **Parent Relations**

- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation to meet volunteer hour commitments, which encourages team building

### **Staff Relations**

- Maintains positive environment
- Acts as liaison/mediator between all members of the Prepa Tec - Los Angeles community
- Clarifies and resolves personnel issues

## **Supervision**

### **Staff Supervision**

- The Principal oversees the instructional staff, educational consultants and yard positions to ensure completion of all job responsibilities
- Directly observes and evaluates teachers and provides feedback
- Provides opportunities for teacher leadership and grade level committees
- Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- Oversees instructional staffing responsibilities
- Monitors that all teachers are properly credentialed
- Assists in the creation and updates an Employee Handbook which includes personnel policies
- Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- Ensures adequate staffing and training for planned extended day program

### School Supervision

- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan
- Ensures compliance with school safety needs

### Special Education Supervision

- Meets regularly with on-site special education personnel
- Requests monthly report from special education personnel outlining the amount of time each has spent with Special Ed students and parents as correlated with IEP mandates
- Holds Special Ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

### School Committees and Parent Groups

- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals

### Strategic Planning Responsibilities

- Provides support for an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long- and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's instructional programs can be developed to realize the charter's vision
- Communicates and collaborates with school community to meet instructional planning needs

### Program Quality Review

- Applies for WASC Accreditation
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

### Business Management Responsibilities

#### Development

- Identifies grant sources and provides support for the execution process
- Provides support for school-wide fundraising opportunities
- Provides support in motivating school community to develop fundraising opportunities
- Provides support in networking possible funding sources
- Provides support in creating database of contributors and contacts
- Provides support in integrating fundraising/development efforts into the long term goals of the school
- Provides support in finding resources within parent community to support development efforts
- Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

#### Finance and Accounting

- Provides support in creating instructional budget with direction from Board, Superintendent of Instruction, Budget and Executive Committees

- Manages instructional contracts, such as with independent contractors that provide reading intervention

#### Physical Plant

- Provides support and interfaces with building management
- Provides support in maintaining code compliance
- Provides support in implementing computer technology maintenance and support
- Provides support in purchasing and inventory

#### Data Management

- Provides support in maintenance of website and school network
- Provides support in the acquisition and training of school Student Information System
- Provides support in the gathering, analysis, interpretation and reporting of data
- Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Provides support in attendance reporting process in order to maximize funding

#### Provides leadership by:

- Advocating and supporting the philosophy, mission within the Prepa Tec - Los Angeles staff, students, and families
- Being committed to the implementation of the school's innovative programs including the IB program and a robust ELL, ELA and math programs
- Providing support for program initiatives through appropriate professional staff development
- Working effectively within a team environment
- Demonstrating the use of appropriate communication tools and current technology
- Promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation
- Implementing a shared decision making process agreed upon by all stakeholders
- Demonstrating the ability to make informed and objective decisions
- Modeling life-long learning by engaging in continuing education

#### Overall Qualifications:

- Professional Administrative Credential and/or Master Degree in Education or equivalent
- At least 5-year experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about IBMYP and school leadership
- Background Clearance from FBI/DOJ
- TB Clearance



## DEAN

Primary responsibilities include assisting Site Head of School/Principal in developing a healthy school community and culture of International Mindedness including student life and community relations, in accordance with Alta standards. Reports to Head of School/Principal. Works closely with all levels within school and home office. Works with children, parents and outside consultants/vendors.

### RESPONSIBILITIES:

1. Provide leadership in developing a strong International Baccalaureate culture, including: overseeing school norms and rituals such as Town Halls; developing student mediation and conflict resolution programs; and assisting Principal with setting, implementing and enforcing policies related to student discipline.
2. Oversee activities related to student life, including coordinating athletics and extracurricular activities; overseeing school student-sponsored events such as dances and fund-raisers; managing school relationships with outside entities providing student before and after-school activities; assisting Principal with setting, implementing and enforcing Alta policies related to student participation in athletics and extracurricular activities.
3. Support educators and other staff to ensure administration of academic programs is professional and in compliance with any applicable regulations, including: support office staff and teachers on delivery of report cards.
4. Serve as liaison between school and family in matters related to enrollment and attendance, including: working with families in cases of excessive tardiness and absences; supporting Principal with student recruiting activities; and advising students and families about placement.
5. Help Principal represent the school site in building an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; and developing positive relationships with sponsoring district and neighborhood schools.
6. Assist in managing selected academic programs as assigned. May coordinate or manage site-specific activities of site or Home Office staff.
8. Assist in managing daily operations, facilities, safety, and administrative processes as assigned. May supervise other school site staff, such as campus supervisors and aides.
9. Lead projects as discussed with principal, including long-term strategic planning, process improvement, and cycle of inquiry-driven instructional improvements, operational improvement, charter renewal, or any other projects required at the school site.
10. Work in collaboration with Principal and Home Office to achieve site and organizational goals.
11. Demonstrate knowledge of, and support, Alta Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

12. Performs other related duties as required and assigned.

## **IB Coordinator**

Primary responsibilities include:

- Ensure that all requirements of the IB concerning the implementation of the programs are understood and adhered to by the HOS and coordinators
- Provide ongoing guidance, coaching and feedback to the HOS and IB program coordinators
- Make recommendations to HOS and coordinators for professional development activities and programs supporting IB
- Monitor and evaluate IB instructional programs and implementation.
- Guide and support schools in the process of program evaluation and the self-study process
- Make decisions based on evaluation reports and other data points and conduct service gap analysis.
- Make recommendations to the budget regarding IB
- Assist HOS and coordinators to prepare and submit any documentation required for authorization and evaluation
- Respond to requests for information (i.e., surveys) from the IBO
- Serve as a liaison between the school leaders and the IBO
- Provide outreach opportunities to Alta employees with the wider IB communities
- As necessary provide students, parents, and the public at large with written and personally conveyed information about the IB programs (information nights, website, written communication, assemblies)
- Assist the HOS, Dean of Students and others as needed in meetings where stakeholders have questions about the implementation of the IB programs
- Provide superintendent with insight regarding performances of the HOS and coordinators for evaluative purposes

## **TEACHERS**

Teachers will be responsible for high quality instruction as well as achievement of Prepa Tec - Los Angeles's educational goals and objectives. Teachers will:

- Support the development and incorporation of the International Baccalaureate Middle Years and Diploma Program
- Prepare and implements lesson plans that lead to student understanding of the school curriculum content
- Assess student progress and maintaining accurate records
- Utilize assessment data to improve student achievement and individualize instruction
- Identify students academically at-risk and initiate an intervention program with the Principal to ensure that students succeed

- Maintain regular, punctual attendance

Teachers provide leadership by:

- Demonstrating a commitment to the school vision and mission, and its programs including the IBMYP/DP and the robust ELL, ELA and math programs

- Communicates effectively with other staff members, students, and parents
- Participating on at least one committee or council
- Participating and/or leading parent meetings and academic events
- Attending conferences and staff development related to program improvement

Prepa Tec - Los Angeles teachers at all levels shall meet or exceed all “highly qualified requirements” under the Every Student Succeeds Act (“ESSA”). Accordingly, a teacher must have:

- A bachelor’s degree
- A California multiple subject credential or an University Intern Permit (for no more than three years while actively working toward completion of their state credential)
- CLAD or BCLAD certificates
- Demonstrated subject competency through appropriate examination or coursework
- A background clearance from FBI/DOJ
- Background in teaching in urban or similar communities
- TB Clearance
- A commitment to teacher development in the IB Diploma Program

### **Office Manager**

Assists the Prepa Tec - Los Angeles Principal with all administrative functions and provides direction to administrative staff. The Office Manager will:

- Prioritize, coordinate, and monitor the work of administrative staff
- Perform clerical procedures in a school office to ensure timely preparation and submission of reports, records, studies, letters and other materials
- Perform clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment
- Develop school communications in English and Spanish, write letters and reports
- Prepare and/or maintains a variety of records and reports requested by Principal and Superintendent
- Prepare financial reports for use by the Principal, Superintendent and CEO
- Prepare assessment data for Principal and teachers utilizing state and local testing data
- Communicate effectively and tactfully in both oral and written forms
- Maintain and operate a variety of office equipment such as calculator, copy machine, and computer with speed and accuracy

Overall Qualifications:

- A minimum of an AA degree or 48 college units in Business Administration or a related field
- A minimum of 2 years’ experience in a similar position
- Background Clearance from FBI/DOJ
- Possession of a valid First Aid Certificate

- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
- Experience and proficiency in:
  - o Letter and report writing
  - o Accurate mathematical calculations
  - o Computer software programs and related word processing
  - o Record keeping, reference, and data collection systems

### **Administrative Assistant**

Provides support, in year one, to Prepa Tec - Los Angeles Principal and Office Manager in the carrying out of administrative tasks. In year two, provides support to the Office Manager. The Administrative Assistant will:

- Perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepare and maintains employee and/or student attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attend to student health and welfare as needed
- Receive and distribute mail; prepares outgoing mail
- Order and maintain inventory, and distribute supplies and equipment as required

Overall Qualifications:

- High School Diploma or equivalent
- Possession of a valid First Aid Certificate
- Background Clearance from FBI/DOJ
- TB Clearance
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
  - Ability to perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
  - Ability to act as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community

### **Custodian, Kitchen and Yard**

Starting in the first year, the custodian, kitchen staff and yard assistants will perform basic responsibilities given by their supervisors to provide superior service to students and keep the campus grounds and buildings safe and clean. These employees will have:

Overall Qualifications:

- Background Clearance from FBI/DOJ
- TB Clearance
- A minimum of 1-2 years' experience performing custodial duties or willing to grow

## **Process for Staff Recruitment and Selection**

Prepa Tec - Los Angeles will recruit personnel who believe in the vision and mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Prepa Tec - Los Angeles will possess the personal characteristics that will model the IB tenets of inclusiveness and global-mindedness. All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application.

### **Hiring the Chief Executive Officer**

The governing Board of Prepa Tec - Los Angeles will hire the Chief Executive Officer. The Chief Executive Officer will hire the Superintendent and the APS operations and business staff. The Superintendent will hire all Principals and teaching and instructional program staff. All staff will potentially be recruited from the annual California Charter Schools Job Fairs or from a candidate pool that has been created by teachers, the Principal, Superintendent or the CEO.

To hire the CEO an announcement will be placed in multiple locations and a pool of potential candidates will be interviewed by an Ad Hoc committee created by the Board to make a recommendation to the full Board for approval.

### **Hiring the Superintendent of Instruction**

To hire the Superintendent, an announcement will be placed in multiple locations and a pool of potential candidates will be interviewed by the Executive Committee and will make a recommendation to the CEO for approval with final oversight and ratification by the Alta Public Schools Board of Directors.

### **Hiring the Head of School/Principal, Teachers and Instructional Staff**

The Superintendent has the ultimate responsibility for hiring the teachers and instructional staff, including instructional support staff.

To hire the Principal and teachers, the Superintendent will:

- Create a Job Announcement
- Create marketing campaign using advertising and promotions
- Screen submitted resumes to ensure minimum qualifications are met (e.g. candidate holds appropriate credential)
- Convene a Personnel Committee comprised of teachers and parents
- Lead the Personnel Committee in conducting panel interviews of candidates[1]
- Select “best-fit” candidates based on qualifications, experience, knowledge of the IB Diploma Program or related curriculum, and demonstrated ability to perform required job duties
- Ensure criminal background and appropriate reference checks are conducted
- Receive Board approval on all hiring recommendations

### **Hiring Classified Staff**

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual contract by the Chief CEO. The Board will have final approval over all hiring.

**Record Keeping and Teacher Credentials**

Appropriate records of credentials held by Prepa Tec - Los Angeles teachers and supporting documentation will be monitored and maintained by the school administration. Credentials will be monitored annually by the Director of Human Resources, Superintendent, Principal and Office Manager in compliance with state and federal law. The school will maintain current copies of all teacher credentials and they will be readily available for inspection.

**Offers of Employment and Safety Assurances**

Board-approved candidates will be provided with a written offer letter. Candidates will be required to provide written confirmation of acceptance or declination. Prepa Tec - Los Angeles shall follow the procedures for criminal background checks and fingerprinting and immunization and health screening requirements as described in Element 6.

**Employee Compensation**

Teachers will be compensated based on salary pay scale for starting teachers. All full-time staff of Prepa Tec - Los Angeles will be eligible for all health benefits provided, including a \$1 Million professional liability insurance coverage. Additional and specific personnel policies, including calendar, work day/year, sick days, personal days, and procedures for disputes will be further developed and ratified, from time to time, by the Executive Committee. Recommendations will be presented to the Board for review and approval on an annual basis and codified in an Employee Handbook.

**Assessment and Performance**

All faculty and staff will be assessed through the three-part process that includes an evaluation performance tool, evaluation rubrics, and surveys, and self-evaluations. Additionally, teacher evaluations will include multiple formal observations, the Principal and teacher completion of a job-specific rubric, and an end-of-year interview.

**Evaluation of Key Staff**

The Alta Public Schools Board of Directors will evaluate the Chief Executive Officer based on the following:

- Achievement of the mission and vision of the school
- Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising
- Maintenance and oversight of fiscal activities and sound budget
- Board of Directors' analysis of the CEO's reports
- Board of Directors' observations
- CEO's self-evaluation
- Summary data from the surveys of faculty, staff, and school community

The CEO will evaluate the Superintendent and report to the Board on the following:

- Development and guidance of the academic program to high academic success
- Development and maintenance of teacher involvement
- Maintenance and oversight of education-related budget and sound budget
- Development and maintenance of a positive school culture
- Development and maintenance of parent involvement

### **Evaluation of Instructional and Business Office Staff**

The Superintendent will evaluate the instructional staff, i.e., Principals, and the CEO will evaluate the business staff and Superintendent. Evaluations will be conducted bi-annually and findings will be presented to the Board of Directors.

Teachers will be evaluated on their ability to:

1. Deliver a quality, enriched, and powerful curriculum that is aligned to state content standards and the mission and vision that leads to improvement of student learning
2. Follow effective teaching practices and performance of job duties as assigned
3. Provide continual assessment of student progress and use that information to evaluate classroom performance towards meeting the needs of every student
4. Strive for continuous and open communication with school staff, parents, and community members[2]

## Element 6 – Health and Safety Procedures

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

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

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

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

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



## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION POLICY**

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

### **A. CUSTODIAN OF RECORDS**

The Director of Human Resources will serve as the Custodian of Records for Prepa Tec – Los Angeles

### **B. STUDENT HEALTH AND WELLNESS**

Prepa Tec – Los Angeles is committed to providing a school environment that promotes and protects students' health, well - being, and ability to learn by supporting healthy eating, and overall physical and emotional health. All students will have opportunities, support, and encouragement to be physically active on a regular basis, including at physical activity during P.E. and in the After School Program. Our food vendor provides students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat. Prepa Tec – Los Angeles will participate in appropriate and available federal school meal programs (including the School Breakfast Program, National School Lunch Program, etc.).

During the school day and in P.E. class, students engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, sexual health and more. The PTLA conducts regular health, vision, hearing and scoliosis screenings. Counseling services are provided for all students in need of additional social and emotional health support.

Prepa Tec – Los Angeles is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement. Our Board reviews our policy each year to ensure we maintain our commitment to wellness.

## 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.*

A. Annual Outreach Efforts In supporting our mission and our commitment to serving all students, admissions outreach has been designed to attract a diverse student population representing our community. During the 2016-2017 school year a rebranding of our schools took place. This process was undertaken with weekly meeting and ongoing committee meetings that involve administration, teachers, parents and community members defining what educational priorities, delivery of instruction, parent component and overall dedication to instituting the values we hold true for our schools. The term that encapsulates this community work and ethos is “LRFL” or Lead, Rigor, Family and Learn. We currently lead in our promotional efforts to our community with our LRFL values. Those that believe in our values will be instantly attracted to our school and the work that we endeavor in daily.

Prepa Tec - Los Angeles will use a variety of free and volunteer strategies to communicate with local and hard-to-reach families, organizations, and community leaders to reach the racial and ethnic balance reflective of the LAUSD using:

**Fliers** - Fliers in English and Spanish, given the demographics in surrounding community, outlining our mission and vision for the school and the community providing invitations to monthly community meetings. Numerous locations in the Prepa Tec - Los Angeles target community have been identified including several key locations to contact hard-to-reach members of the community.

**Electronic Media** - Our strategy will be to deliver informational flyers to all of these locations once per quarter and focus on the church locations that are in close proximity and with great attention to those independent middle schools for a second and third flyer delivery.

Distributing flyers and or speaking to parents in and around neighborhood schools will be done through the permission of school administrators. Prepa Tec - Los Angeles volunteers will meet with all target area middle school administrators; non-charter public schools, private schools and other charter middle schools to gain permission to pass out flyers at a time that is convenient to the schools and that is free from interruption of said school activities.

**Earned Media** - The Alta Public Schools Board of Directors has created a public relations team that will produce a media packet to distribute to local media outlets to receive free earned media placements. The team will send quarterly news releases or as Prepa Tec - Los Angeles creates newsworthy stories. Alta Public Schools will continue to pitch our stories to newspapers and local TV outlets, the stories that our families have shared through their participation in our educational programs. Progress reports and invitations to community meetings and events are in place and follow-up calls are made to ensure attendance. All press releases will be translated into Spanish, or other languages, if required or appropriate. The following publications will be included:

#### **PRINT**

- Impacto USA newspaper
- La Opinión newspaper
- La Ola - Los Angeles
- El Aviso magazine
- Hoy newspaper
- Los Angeles Sentinel newspaper
- Los Angeles Wave newspaper
- Daily Breeze newspaper
- LA Families magazine
- LA Parent magazine
- LA Weekly newspaper
- Los Angeles magazine
- Los Angeles Times newspaper

While we believe these periodicals will reach our target communities, it is generally known by public relations and marketing professional that Latinos, our largest ethnic group, do not primarily consume their news through the print media. Therefore, we will continue to

work diligently to receive coverage in local Spanish-language television, which includes: KMEX TV 34- Univision and KVEA TV 52- Telemundo. At the same time, we will also work to receive coverage in all local general market TV media outlets, including and not limited to public broadcast and other ethnic stations. This strategic plan has been implemented and it is anticipated that we receive positive name recognition by the local community as a school with a rigorous International Baccalaureate program, staff and educational opportunities for our students.

**Community Meetings** – Prepa Tec - Los Angeles will hold community meetings open to the general public, to inform and equip families to make decisions about enrolling their children in Prepa Tec - Los Angeles. At each meeting, Prepa Tec - Los Angeles representatives will collect interested family information including name, address, telephone number and email address for future communications about student matriculation and other activities. Meetings will be ongoing and will be held monthly until March 31<sup>st</sup> of each year when our potential lottery will be held.

The CEO, Superintendent of Instruction, Head of School/Principal and recruitment team will conduct ongoing meetings. At every meeting, Spanish-speaking representatives of Prepa Tec - Los Angeles will be present to assist non-English speaking parents of prospective students. The meetings will be held at locations Prepa Tec - Los Angeles has chosen and are popular venues widely frequented by families of all backgrounds, which include the South Gate and Huntington Park Libraries and the South Gate and Huntington Park Recreation Centers. Church community rooms will also be utilized as meeting centers.

**Individual/Family Meetings** – Prepa Tec - Los Angeles recognizes that personal one-on-one contact with families is the best way to reach potential students. Prepa Tec - Los Angeles representatives will create opportunities for meetings with prospective students and their families at their home or at the home of our representatives, always with Spanish translations. Individual meetings will continue to be ongoing. The CEO or his designee, community representatives and recruit team members to include volunteers, Board members will meet with families.

*Table 7.1 Summary of Outreach Activities*

<b>Method</b>	<b>Location/Partner/Organization</b>	<b>Date/s</b>
Door-to-door flyer distribution	1 mile radius—Southeast Community	January – March
Flyer distribution	Community-based organizations and schools	January - March
Electronic media	Website; participation in various events	Ongoing
Earned media	Stakeholders, recruitment team, staffs	Ongoing to March 30th
Community meetings	Prepa Tec, LA (middle school)	Jan – March-ongoing
Family meetings	Community Representatives, recruitment team, Principals, all stakeholders	On-going to end of March and start up process again.

*Alta Public Schools Recruitment*

## **C. Racial & Ethnic Balance Reflective of the District**

Dictated by the tenets of the International Baccalaureate program and a culture of inclusiveness, Prepa Tec - Los Angeles will extend its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of the district or of the community in which it is located.

Given that our surrounding neighborhood is not reflective of the LAUSD community at large, we will make it our prime objective to seek out a larger diversity of students for our school reflective of LAUSD. Some of these efforts include reaching out to diverse ethnic and racial groups within the target community as well as expanding our outreach efforts outside our target area, which includes South Los Angeles, using flyers, presentations, word-of-mouth communication with current parent contacts, and local ethnic media outlets, such as the Sentinel Newspaper and the Press Telegraph Spanish editions and Spanish-language websites such as La Opinión ([www.laopinion.com](http://www.laopinion.com)).

## **Element 8 – Admissions 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.

Prepa Tec - Los Angeles will admit all students who wish to attend the school up to capacity, and at that point will be placed in a waiting list in order drawn from a random public lottery. There will not be a test or assessment to students prior to acceptance and enrollment into the school. Enrollment into Prepa Tec - Los Angeles will not be determined according to the place of residence of the pupil, or of his/her parent or guardian, within this State as provided in Education Code Section 47605(d)(2).

## **A. Admission Requirements**

Prepa Tec - Los Angeles is a school of choice. When applying for admissions, an electronic application provided through our website or a written application is required from all students. Students may apply for admission, electronically or at our PTLA main office, at any time during the year. However, if at the end of the open enrollment period the school has more admission applications than seats available, the school will hold a public random drawing. If applications were received before or after the Open Enrollment period, and admissions application will be held until the Open Enrollment and will be included in the random public drawing. If applicants were chosen or not, they will be notified, in person or by mail, of their position as an enrollment winner or as a wait-list number.

Prepa Tec - Los Angeles will have open enrollment January to March each year. The Alta Public Schools Board of Directors has the discretion to set admission application deadlines for each enrollment period on an annual basis based on population trends analysis or other factors that may provide the optimal period to begin or end the open enrollment periods.

## **B. Student Recruitment**

Prepa Tec - Los Angeles will actively recruit a diverse student population, including low achieving and low-income students, from the District and surrounding areas and will abide by all state and federal laws regarding admissions.

Upon such time that the new enrollment dates are created by the Board or not, our Outreach Plan tactics described on Element 7 will be utilized and implemented to outreach to hard-to-reach, underserved populations, and to make sure parents and community are aware of such changes. In addition, after the school has commenced operations we will utilize the existing parent database to communicate directly with parents to inform them of the new application dates by mail or by email.



## **Application Process**

The application process is as follows:

- Completion of a Student Interest Form, electronic or hard copy
- Parent attendance at one of our weekly school orientation meetings, not mandatory for admission
- Completion of a Student Enrollment Form
- Parent signature of volunteer School Compact, not mandatory for admission
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

Interest Forms will be accepted all year long, electronically or hard copy, for enrollment in the following school year. Upon receipt of Interest Form, which is used as the Lottery Form. Each Lottery Form will be numbered and stamped with the date and time.

Typically, the school will hold its open enrollment during the period January and March or the subsequent school year. For the Prepa Tec - Los Angeles the dates for open enrollment and random public drawing are as follows:

Open Enrollment:	January 1 - March 31 or last Friday in March
Lottery Date/Time:	March 31 or last Friday of March

## **C. Lottery Preferences and Procedures**

Following the open enrollment period each year, applications will be counted to determine whether the school has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine enrollment, with the exception of existing students who are guaranteed enrollment in the following school year.

If there are more applications than there is capacity, a random public drawing will be held using impartial witnesses, such as local elected officials or members of the business community. The date of the lottery will be announced in the public venues listed in the Community Outreach Plan, with at least one month for applicants to apply before the date of the lottery. Before the day of the lottery, families will be notified by mail or by email of the date and rules of the public lottery.

When there are more applications than there are seats available a public random lottery will take place. The lottery will be fairly executed in the following manner:

1. At the end of Open Enrollment, all Interest Forms will be counted by the Office Manager and Head of School/Principal to determine if there are sufficient applications to fill vacant seats. If Head of School/Principal and Office Manager discover that there are more applications than there are seats, it will be determined that a public random lottery will be held.

2. After the determination to hold a public random lottery, it will be held on March 31<sup>st</sup> or the last Friday in March

#### Communication to interested parties

1. A notice will be sent by mail, phone or email by our Head of School/Principal to all interested parents or interested observers and will be announced on the school website and weekly newsletter.
2. The Head of School/Principal and Office Manager will send a letter to all applicants no later than seven days before the lottery date. The letter will state the date, time and location of the public random lottery, as well as other arrangements made by the school such as childcare or parking, and contact information. All public random lotteries will take place in the school grounds of the school requiring the lottery.
3. At the day of the lottery, in public view, all in-district preference applicants present will be called and will receive two lottery tickets; out-of-district applicant will be given one lottery ticket. After parents are notified by mail of lottery date 7 days before event by Prepa Tec - Los Angeles, and after parents have confirmed their attendance, applications not having representation, by parents or otherwise, at the day of the lottery will be given lottery tickets by the Office Manager for the drawing. Parents confirming that they will be at the lottery and who have notified Prepa Tec - Los Angeles that they will not be in attendance will be given a lottery ticket the day of the event. All tickets will be duplicate tickets. One copy will be given to the applicant and the original will be placed in a blank envelope with the grade level and class written on them. All lottery tickets will have a number, the students' name and the class seat being raffled.

#### Fair execution of lottery

1. As the raffle begins, all the tickets will be taken out from their envelopes and placed in a bowl or tumbler by the Head of School/Principal or Clerk. An invited objective judge (may be a representative of the School District or public office) will then agitate the tumbler or bowl to secure a random outcome and will draw a ticket per seat being raffled. The ticket number and the name will be read aloud and in public.
2. A designated clerk, appointed by the Head of School/Principal, will verify that the name and number match those on the duplicate card as they are being drawn. The clerk will record all names of the lottery winners and will deliver to them the same day an Enrollment Packet for Prepa Tec - Los Angeles.
3. The designated, objective clerk, (a non-parent) appointed by the Head of School/Principal will ensure that the grade level, name and number match those on the actual application and will gather all information results of the lottery to present to the Board. A record of the lottery will then be presented and included the minutes of the Board of Directors.

### Waiting list

1. When student seats for each grade level are filled, names will continue to be drawn to create an orderly waiting list of students to be called upon when a vacancy occurs.
2. In the event that an emergency arises or a dispute occurs, a backup or follow-up lottery date will be scheduled.

## **D. Preference**

Preferences for available spaces will be granted in the following order:

- (1) pupils who reside within the boundaries of the LAUSD, and
- (2) pupils currently attending Alta Public Schools due to their familiarity with the IB program

## **E. Timeline to secure admission**

Upon the conclusion of the Random Public Lottery, the Clerk will give each “winner” an Enrollment Packet to bring back to the school completed within 5 days and conclude the matriculation of the student into the school. If a parent or guardian has not completed the enrollment packet within 5 days after the lottery, a letter will be sent to the parent to ensure the student is still interested in enrolling in the school. The letter will include the deadline of 5 additional days to answer with a positive answer by coming in the school with the student and the paperwork completed or if a “not interested” answer is required it will be asked that it be made in person or by mail, then the seat will be given to the next person in the waiting list.

### Waiting list

All names not admitted because of capacity will be retained in a waiting list. Upon an open seat, students will be admitted in the order they were drawn in each grade level. Students will be called and informed by mail of the open seat available to the waiting list applicant. The letter will include the deadline of ten (10) working days to accept by completed application or by accepting through mail or in person. If student in waiting list does not accept the offer to enroll in the school within ten days, the next student in the waiting list will be called to enroll in the school through the same process.

### Lottery documentation

Each lottery will be documented in the school’s lottery file and signed by the CEO, clerks, and witnesses. A copy of each notification letter sent to a parent shall be kept in the same file, as well as acceptance or denial letters.

### Lottery policies

All lottery policies may be revisited yearly by operations or as deemed necessary, with the approval of the District. If so, the school will notify the District of the new policies within 45 days of approval of the Board of the revised policy, prior to the enrollment period in which the revised policies will be implemented.

## 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

### A. Annual Audit Procedures

Prepa Tec - Los Angeles will be an independent, directly funded charter school operating as authorized by the State Board of Education. Each year, the Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. An accountant certified by the State of California with knowledge of school budget and accounting procedures will conduct the independent audit. This audit will be conducted according to generally accepted accounting practices (GAAP) and the Charter School K-12 Audit Guide regulations to verify the accuracy of the schools financial statements, attendance, and enrollment accounting principles and review the schools internal controls. On a daily basis, a system of internal controls will be instituted and maintained by the school’s CEO with the assistance of the school’s business services provider.

## **B. Staff Accountability**

The Chief Executive Officer is responsible for:

- Contracting with the Board and accountant to conduct the required annual financial audit
- Working with the auditor to complete the audit
- Ensuring that the auditor will complete and submit the final audit report to the required deadlines by the statutory deadline

## **C. Selection of Independent Auditor**

An audit committee will select an independent, external auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider.

## **D. Preparing for the Audit**

The designated fiscal officer will be the CEO, assisted by the School's Director of Finance. The Treasurer of Alta Public Schools Board of Directors will participate in the audit process along with the CEO.

To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor.

Accordingly, the independent auditor and or the District will be presented with the following systems and procedures to conduct the required audit:

- Compliance with terms and conditions described in the approved charter
- Internal controls, operational and financial
- Board agendas, minutes and other information related to financial reporting
- The charter school's debt structure
- Governance policies and procedures
- The charter school's enrollment process
- Compliance with safety plans and procedures
- The process for attendance recoding and reporting
- Compliance with grant requirements

## **E. Process for Addressing Exceptions or Deficiencies**

Audit exceptions and deficiencies will be resolved in conference with independent auditor prior to the completion of the final report and to the satisfaction of the District and SBE/California Department of Education. Prepa Tec - Los Angeles will utilize attendance accounting procedures that will satisfy requirements for LACOE and LAUSD.

To address audit findings, Prepa Tec - Los Angeles will undertake three steps to address audit findings or exceptions:

1. Auditor and CEO will re-inspect by revisiting background information, which inspectors will use to gauge the finding's context and to identify possible strengths and weaknesses;
2. The auditors will observe and examine the actual process, internal assessment or external tests, that may have caused the deficiency and discuss with staff or students and parents; and
3. Auditors will create a formal report that provides feedback to the CEO and school leadership, the Board, LAUSD, the State Board of Education and California Department of Education that outlines the strengths and weaknesses and any improvement recommendations.

Prepa Tec - Los Angeles agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. Prepa Tec - Los Angeles will provide interim financial data required by the District to fulfill its obligation to the county and state.

## **F. Submitting the Audit**

The APS Director of Finance will submit the final audit report to the California Department of Education, and to LAUSD by December 15 following each school year.

## **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.

### **A. Discipline Foundation Policy**

All students at Prepa Tec - Los Angeles are expected to behave appropriately and to learn and follow all guidelines and school policies. Positive Behavior Intervention and Support, known as PBIS, has been implemented. Corrective feedback and positive response strategies are used for students who are exhibiting inappropriate or disruptive behaviors.

## B. Schoolwide Positive Behavior Support and Intervention

The staff at Prepa Tec - Los Angeles believes that every student should have the opportunity to learn skills and values that are necessary for personal development. In order for children to learn from their behavior, they must understand that they have choices and are accountable for their actions. They must be willing to acknowledge, correct and learn from their mistakes. In order to achieve this goal, it is necessary for students to behave in a safe and orderly way for an effective learning environment.

Parents and teachers will be actively involved in helping students understand their choices and that they have either a positive or negative effect. Our progressive discipline plan is designed to assist children in being aware of their behavior. It applies to classroom as well as playground and cafeteria behavior.

### Guiding Principles

- **Respect:** Treat others the way I want to be treated; respect laws, rules, and school authority; treat people fairly and respect their rights; respect public and private property.
- **Responsibility:** take responsibility from my actions; choose how I respond to others; return what I borrow.
- **Appreciation of Differences:** look to the good in others; respect each person's right to be different; see cultural diversity as an opportunity for learning
- **Honesty:** be honest with yourself and others; act with integrity; avoid spreading rumors or gossip
- **Safety:** engage in safe activities; keep body and mind healthy; choose only those things that are really good for me
- **Life-Long Learning:** come to school prepared to learn; give me best in everything I do; be open and alert to solutions
- When students model the guiding principles, they will treat others with respect; find peaceful solutions; listen to each other; are drug free; keep school clean; have healthy friendships; produce their own work; maintain honesty and integrity; show empathy and compassion; defend others rights; appreciate differences; respect the property of others; engage in safe activities, and do not tolerate bad activities.

To create a culture of discipline students are expected to:

1. Learn and follow school and classroom rules
2. Solve conflicts maturely, without physical or verbal violence
3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs
4. Be good role models and help create a positive school environment
5. Report any bullying harassment, or hate motivated incidents
6. Display good sportsmanship on both the athletic field and playground
7. Attend school on time, have school books and supplies and be prepared to learn
8. Keep social activities safe and report any safety hazards

## Parent/Caregiver Responsibilities

Parents and caregivers and schools are partners in their children's education. In order to create safe respectful, and welcoming schools, parent support is needed to help children learn and follow school and classroom rules. Parents are the most important persons in a child's life, and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child's behavior at school. Treat school personnel with respect and expect them to treat you and your child with respect. These are some tips for parents:

- Learn the rules for your child's school and make sure you and your child understand them
- Involve your child in the establishment of the rules in the home
- Participate in the child's education, help with homework, speak to their teachers, attend school functions
- Use a positive approach when disciplining your children; say more "do this" than "don't do that; set limits
- Help your child develop a network of trusted adults to provide additional support when needed
- Teach your child to resolve problems
- Recognize your child's accomplishments and improvements
- Help your child understand the value in understanding individual differences
- Help your child find ways of expressing anger without verbal attacks of physical violence
- Keep an open communication with your child
- Set an example for them

Outlined and comprised in the Prepa Tec - Los Angeles's Progressive Discipline Plan sheets, that include District's policy(ies)/School Climate Bill of Rights and all applicable law, which will be utilized in the classroom, stipulates behaviors that will not be allowed at school. Also outlined are the possible consequences of engaging in such behaviors. Each teacher will have the Discipline Behavior Sheets in which teachers will record each disciplinary incident. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the Consequences. All intervention reports and citations will be kept on file in the classroom before behavior escalates to a behavior, such as Possession of a Weapon, that will require Suspension or Expulsion.

Students learn best in a safe and healthy environment where ~~there are~~ clear expectations about behavior, and when the culture of the school values and respects all stakeholders. To set clear expectations of students, the student discipline policies at Prepa Tec - Los Angeles will be further refined as the school accesses input from parents, teachers, and students. These policies will be distributed in the school's Student Handbook and will describe the school's expectations regarding mutual respect, safety, personal responsibility, habits of mind, attendance, violence, and substance abuse, among other topics. Each family will receive a copy of these policies and be required to verify that they

have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Prepa Tec - Los Angeles staff will review and revise the comprehensive set of student discipline policies through the work of the Executive Committee that will include interested parents, students, and staff and is in accordance with California Education Code Section 48900.

Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by phone or letter
- Referral to the Superintendent or CEO
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

Prior to suspension/expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and Superintendent to support the student in the improvement of his/her behavior. The SST will develop specific modifications and intervention strategies for the student to follow. Student behavior will be monitored with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may be suspended.

### **C. Alternatives to Suspension and Expulsion**

Suspension and Expulsion matters will be immediately dealt with first utilizing alternatives to Suspension and Expulsion, including but not limited to:

- Alternative programming; change of class; independent study
- Behavior monitoring; progress report cards
- In-school alternatives; social-emotional skills training
- In-school community service
- Counseling; anger management program
- In-school parent supervision
- Problem solving/contracting

A student will not be suspended or expelled for truancy or tardiness. Prepa Tec - Los Angeles shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

## D. Scope of School's Disciplinary Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity

## E. Grounds for Suspension and Expulsion

*"A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the Superintendent of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to"* Education Code Sections 48900 et seq. A Prepa Tec – Los Angeles student shall be recommended for suspension or expulsion for any of the following reasons:

<b>Must Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion.</b>	<b>Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Principal Discretion.</b>	<b>May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.</b>
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<p>Act <b>must</b> be committed at school or school activity. 1. Firearm</p> <p>a. Possessing firearm when a PTLA employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</p> <p>b. Selling or otherwise furnishing a firearm.</p> <p>c. Brandishing a knife at another person.</p> <p>d. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.</p> <p>e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>f. Possession of an explosive with the power of an M-80 or greater.</p>	<p>Act <b>must</b> be committed at school or school activity. EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <p>1. Causing serious physical injury to another person, except in self- defense. EC Section 48915 (a)(1).</p> <p>2. Possession of any knife, explosive with less power than an M-80, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(1)(B).</p> <p>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. EC Section 48915 (a)(1)(D).</p> <p>5. Assault or battery, or threat of, on a school employee.</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <p>a. Caused, attempted to cause, or threatened to cause physical injury†</p> <p>b. Willfully used force or violence upon the person of another, except in self-defense</p> <p>c. Possessed dangerous objects</p> <p>d. Possessed drugs or alcohol (policy determines which offense)</p> <p>e. Sold look alike substance representing drugs or alcohol</p> <p>f. Caused damage to property‡</p> <p>g. Committed theft</p> <p>h. Possessed or used tobacco (policy determines which offense)</p> <p>i. Committed obscenity/profanity/vulgarity</p> <p>j. Possessed or sold drug paraphernalia</p> <p>k. Received stolen property</p> <p>l. Possessed imitation firearm</p> <p>m. Committed sexual harassment</p> <p>n. Harassed, threatened or intimidated a student witness</p> <p>o. Sold prescription drug Soma</p> <p>p. Committed hazing</p>
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<b>Must Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion.</b>	<b>Must Suspend. Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Principal Discretion.</b>	<b>May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.</b>
	<p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. 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 [see Section 48915 (b)].</li> </ol>	<p>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 school personnel.</p> <p>s. Participating in the act of hate Violence and Terroristic Threats</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. 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 [see Section 48915 (b)].</li> </ol> <p>† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p>



## **F. Suspension and Expulsion Policy**

The Prepa Tec - Los Angeles Pupil Suspension and Expulsion Policy was established in order to promote learning and protect the safety and wellbeing of all students. When the PTLA Pupil Suspension and Expulsion Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Prepa Tec - Los Angeles' policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements.

Prepa Tec - Los Angeles staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of Prepa Tec - Los Angeles Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of 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.

Prepa Tec - Los Angeles Head of School/Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the Policy and Administrative Procedures are available on request at Prepa Tec - Los Angeles' CEO or Superintendent's office.

## **G. Suspension Procedures**

### **1. Authority to Suspend**

The Superintendent and or the CEO are authorized to suspend students

### **2. Notice of Potential Disciplinary Action**

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or PTLA Dean with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Superintendent. The conference may be omitted if the Superintendent 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.

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 officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

During the required parent conference, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.

### **3. Suspension Appeal Process**

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days of the notification of suspension directly to the Superintendent in writing. The CEO will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the CEO determines that the student has not violated one of the grounds for suspension or expulsion outlined in the Student Handbook, as agreed to by the student and parent, or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

Prepa Tec - Los Angeles's CEO will gather information from the Superintendent, student, parent or guardian to determine whether or not the Superintendent suspended the student properly and followed all applicable procedures. The CEO will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. Based on the information submitted or requested, Prepa Tec Los Angeles Middle

School's CEO may make one of the following decisions regarding the suspension.

- a. Uphold the suspension
- b. Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Prepa Tec - Los Angeles' CEO will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the school Superintendent.

#### **4. Length of Suspension**

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension.

Pursuant to E.C. Section 48903, the number of days for which a student in general education, including any student being served under Section 504, may be suspended from school shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case, the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension.

The maximum number of days in a school year a student who receives special education services can be suspended shall not exceed 10, unless a court order stipulates otherwise.

#### **5. Student Access to Education during Suspension**

All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work will be obtained by administration from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension. Work will be obtained by administration from teachers the afternoon of the out of school suspension and placed in the front office to be available for pick up by a parent or guardian.

#### **6. Suspension Time Limits/Recommendation for Placement/Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be considered for expulsion after receiving suspensions totaling 20 days in a single school year.

## **7. Procedures for Suspension Pending the Outcome of an Expulsion Process**

Upon a recommendation of Placement/Expulsion by the Superintendent or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **Expulsion Procedures**

### **1. Authority to Expel**

The Alta Public Schools Board may expel a student upon the recommendation of an Administrative Panel. The Panel is to be assigned by the Alta Public Schools Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither is a PTLA teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion to the Board of any student found to have committed an expellable offense.

### **2. Notice of Potential Disciplinary Action**

Students recommended for expulsion are entitled to a hearing by the Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

All expulsions cases will be heard by the impartial Administrative Panel pursuant to E.C. Section 48918 (d). And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Under the direction of the Administrative Panel, the Superintendent or the Office Manager will give written notice of the hearing to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the School's disciplinary rules which relate to the alleged violation;

- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses. The Charter School will have a translator available for language support. In addition, any evidence used in the hearing will be translated in the language the parents request in order to provide reasonable accommodations and language support.

### **3. 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.

### **4. 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 that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled 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.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Prepa Tec - Los Angeles who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

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

## **5. Written Notice to Expel**

The Superintendent or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Prepa Tec - Los Angeles
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures, which include Rights to Expulsion Appeal

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

## **6. Expulsion Appeal Process**

After Superintendent has sent the written notice to the parent/guardian of a student expulsion, a request for appeal must be sent by mail or hand delivered to the Prepa Tec - Los Angeles' CEO within five (5) working days. The student will be considered expelled until an appeal hearing is convened. The appeal itself will occur within ten (30) working days after the written notice to appeal has been received by the CEO, and must be attended by parent(s)/ guardian(s). The hearing will be held by a fair and impartial panel of uninterested representatives appointed by Alta Public Schools Board and the panel's decision will be final.

## **7. Disciplinary Records**

The School shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to Prepa Tec - Los Angeles' CEO, Superintendent, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

## **8. Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses**

Prepa Tec - Los Angeles may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by Prepa Tec - Los Angeles or a hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Prepa Tec - Los Angeles 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 Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel conducting the hearing from removing a support person whom Administrative Panel Chair finds is disrupting the hearing. The Administrative Panel Chair 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, Prepa Tec - Los Angeles must present evidence that the witness' presence is both desired by the witness and will be helpful to Prepa Tec - Los Angeles. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony. The professional development room and the library will be used as the hearing room on the school campus.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Expelled Pupils/Alternative Education**

In the event of a decision to expel a student from Prepa Tec - Los Angeles, the Prepa Tec - Los Angeles administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

The Head of School/Principal of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office. Students will take all tests missed upon their return to school.

School personnel may remove a student to an appropriate interim alternative educational setting (IAES), for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where a student carries or possesses a weapon, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or inflicts serious bodily injury upon another person while at school, on school premises, or at a school function. In such instances, the IAES will be determined by the student's IEP team.

If school personnel recommend a change in placement (e.g., suspension, IAES or expulsion) that would exceed 10 school days, an IEP team meeting is to be held as soon as possible, but no later than within 10 school days, to determine whether the behavior that gave rise to the violation of the school code was a manifestation of the student's disability. If the IEP team determines that the behavior was not a manifestation of the student's disability, the school may discipline the student in the same manner in which it would discipline students without disabilities. If the discipline involves a change of placement, the new placement will be determined by the IEP team.

*If the IEP team determines that the behavior was a manifestation of the student's disability or the expulsion case is heard and not recommended for expulsion, the student will be returned to the placement prior to the disciplinary action unless the District and parents agree to a change in placement, or the District has removed the student to an IAES due to behavior involving a weapon, illegal drugs or infliction of serious bodily injury. If the behavior does not involve a weapon, illegal drugs or infliction of serious bodily injury, the District may request a hearing if it believes that maintaining*



*the current placement is substantially likely to result in injury to the student or others. In making a determination in such a hearing, a hearing officer may order a change in placement to an appropriate IAES for not more than 45 school days.*

### **Expelled Transfer Student Admission**

If a student is under an expulsion order from another school district (LEA), all information must be provided to the Alta Public Schools Board of Directors for review. The Alta Public Schools Board of Directors will determine if enrollment will be granted. The decision to admit an expelled pupil from another school district or charter school shall be in the sole discretion of the Board. To determine if student is “rehabilitated,” the Superintendent will hold a meeting with the pupil and guardian or representative to determine progress and challenges. The Superintendent will make the determination whether the pupil has successfully completed the rehabilitation plan, from Prepa Tec - Los Angeles or from the sending school, and will determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Superintendent shall make a recommendation to the Board following an investigation as to the student’s progress in his/her Rehabilitation Plan and causes for expulsion. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks admission. All expelled students from other schools will begin their time at Prepa Tec - Los Angeles by taking an after school Progressive Discipline class where they will be instructed on our Guiding Principles and Behavior and Consequences continuum. The parent, the student and the school will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student’s success at Prepa Tec - Los Angeles.

### **Readmissions Due Process**

In the event an expelled student is denied readmission to Prepa Tec - Los Angeles, after the investigation and meetings by the Superintendent to determine that the student had made significant progress in their Rehabilitation Plan or they were deemed to possess no threat to the safety of the Prepa Tec - Los Angeles students, the student will be notified by the Board in writing of the decision not to admit. The notice to the parent or guardian will be mailed three (3) days after the Board determination and will include the following:

- a. Notice of the previous specific offense committed by the student
- b. 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 Prepa Tec - Los Angeles. Findings by the Board on the Superintendent’s investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
- c. Alternative area schools
- d. New admissions eligibility date

## **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.

### **A. Certificated Staff Members**

Alta Public Schools’ management and the Board of Directors will be exploring the long term pros and cons of continued participation in CalSTRS. A 401(k) Retirement Savings Plan was implemented January 2017, and currently offers a discretionary profit sharing component. If continued participation in CalSTRS is not pursued, the 401(k) Plan will offer a competitive Employer Match in addition to the discretionary profit share.

The Charter School acknowledges that it must continue participation in CalSTRS for the duration of the School’s existence under the same CDS code.

### **B. Classified Staff Members**

Alta Public Schools’ management and the Board of Directors will be exploring the long term pros and cons of continued participation in CalPERS. A 401(k) Retirement Savings Plan was implemented January 2017, and currently offers a discretionary profit sharing component. If continued participation in CalPERS is not pursued, the 401(k) Plan will offer a competitive Employer Match in addition to the discretionary profit share.

The Charter School acknowledges that it must continue participation in CalPERS for the duration of the School's existence under the same CDS code.

### **C. Other Staff Members**

All staff at Alta Public Schools belong to either the Certificated or Classified job category.

### **D. CalSTRS and CalPERS Reporting**

If participation continues for either of these retirement plans, then reporting will be completed per the instruction and format provided by the Los Angeles County Office of Education (LACOE). Participating employees will contribute the mandated amount through payroll deduction, and Prepa Tec - Los Angeles will contribute the mandated employer contribution. Employees will accumulate service credit years in the same manner as all other members of STRS or PERS.

The CEO, through the Human Resources Department, shall be responsible for ensuring that such retirement coverage is arranged or administered and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3. The Alta Public Schools Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

## 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.

As a school of choice, Prepa Tec – Los Angeles does not have restrict enrollment based on residence, income, and other protected classes under Federal law. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District’s School Choices brochure.

## 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Xavier Reyes, Chief Executive Officer  
Prepa Tec Los Angeles  
2665 Clarendon Ave.  
Huntington Park, CA 90255

- 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 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. 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Xavier Reyes, Chief Executive Officer  
Prepa Tec Los Angeles  
2665 Clarendon Ave.  
Huntington Park, CA 90255

- 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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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 of the closure of Prepa Tec – Los Angeles, the school's closure agent will be the APS Director of Finance, Ervin Reed, and the CEO, Xavier Reyes.

## **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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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 1<sup>st</sup> 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 30<sup>th</sup> 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] 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. *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, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

### **FISCAL MATTERS**

#### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

#### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

#### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.



### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

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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

*PREPA TEC, Los Angeles (also referred to herein as “[Prepa Tec]” 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.<sup>1</sup>*

*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.*

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<sup>1</sup> 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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.*

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

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

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION POLICY**

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

## Element 7 – Means to Achieve Racial and Ethnic Balance

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

### **COURT-ORDERED INTEGRATION**

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

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

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

## Element 8 – Admission Requirements

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

*Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter*



*School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.*

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

### **NON-DISCRIMINATION**

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

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

## **Element 9 – Annual Financial Audits**

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

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

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

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

*In addition:*

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

## **Element 10 – Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

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

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

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

## **NOTIFICATION OF THE DISTRICT**

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

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

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

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

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

### **REINSTATEMENT**

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

## **GUN-FREE SCHOOLS ACT**

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

### **Element 11 – Employee Retirement Systems**

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

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

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

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

### **Element 12 – Public School Attendance Alternatives**

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

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

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

## Element 13 – Rights of District Employees

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

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

## Element 14 – Mandatory Dispute Resolution

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

### **GENERAL PROVISIONS**

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

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

### **PROPOSITION 39 DISPUTES**

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

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

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

*Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> 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, 20<sup>th</sup> 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 1<sup>st</sup>*



*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 30<sup>th</sup> 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, 28<sup>th</sup> 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

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*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).)*