



Reach higher. Dream bigger.

Charter Petition for Scholarship Prep Lomita-Harbor City
Submitted to the Los Angeles Unified School District
Board of Education

Charter Petition for Five-Year Term: 2019 - 2024

August 27, 2018

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Assurances, Affirmations, and Declarations

Scholarship Prep Charter School (also referred to herein as "Scholarship Prep" and "Charter School") shall:

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

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

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

ELEMENT 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

General Information

GENERAL INFORMATION	
The contact person for Charter School is:	Gloria Romero, Co-Founder and Executive Director
The contact address for Charter School is:	25425 S. Western Ave. Lomita, CA, 90717
The contact phone number for Charter School is:	213-453-6614
The proposed address or ZIP Code of the target community to be served by Charter School is:	90717
The location is in LAUSD Board District:	7
This location is in LAUSD Local District:	South
The grade configuration of Charter School is:	TK – 8
The number of students in the first year will be:	250
The grade level(s) of the students in the first year will be:	TK - 8
Charter School's scheduled first day of instruction in 2019-2020 is:	August 20, 2019
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.)	375
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:	8:15 – 3:15
The term of this Charter shall be from:	July 1, 2019 - June 30, 2024

Executive Summary

Scholarship Prep's leadership group includes professionals in charter school development and management, community advocacy and business. Each member of the group, who have been working to promote and support school choice, collectively came together to provide an optimal option for parents in Southern California. The track record of each member of the leadership group is below:

Gloria Romero, Executive Director, Co-founder

Former California State Senator Gloria Romero is the Executive Director and co-founder of Scholarship Prep Charter Schools. She has been a forceful advocate for education reform and civil rights.

She was elected to the 24th Senate District in 2001, representing East Los Angeles and the greater San Gabriel Valley. She was elected by her peers to serve as Senate Democratic Caucus Chair and as Senate Majority Leader--the first woman to ever hold that leadership position in the history of the California State Senate. Prior to serving in

the Senate, she held the post of Majority Whip in the California State Assembly from 1998-2000 and served on the Los Angeles Community College Board of Trustees from 1995-1998 and the Los Angeles Elected Charter Reform Commission in 1998.

Sen. Romero served as Chair of the Senate Education Committee, the Senate Budget and Fiscal Review Subcommittee on Education, and the Chair of Public Safety, making her one of the most influential voices on education policy in California. She is equally well known for her dedication to both education and prison reform, and successfully wrote and oversaw a transformation of the California adult and juvenile prison systems--one of the largest in the world.

Sen. Romero led the way in championing California's reform legislation in Race to the Top and was the author of the imaginative and revolutionary Parent Empowerment Act (popularly referred to as the Parent Trigger and Romero Open Enrollment Act law) which transfers real rights to parents of children in chronically underperforming and failing schools--the first such law in the nation.

Senator Romero is the product of California's public education system. She earned her PhD in Psychology at the University of California and has taught at every level of higher education. She was bestowed the title of Professor Emeritus at California State University, Los Angeles after a long and distinguished teaching career. She graduated from Barstow Community College in 1975 and typically refers to our community college system as "the Ellis Islands of higher education". She serves on the board of Jail Guitar Doors, a California non-profit assisting rehabilitation of prisoners. Her daughter, Soledad Ursua, attended some LAUSD schools.

Jason Watts, Chief Operations Officer, Co-founder

Co-founder and Chief Operations Officer of Scholarship Prep Charter Schools, Mr. Watts' experience as an educational leader, innovator, and developer are founded in success. He has served as an assistant principal of multiple district schools in the Chino Unified School District (CVUSD) where he successfully co-authored the California Distinguished School application and the California Service-Learning Leader School Award. While at CVUSD, his school placed first in the District and San Bernardino County in 2009 for the two consecutive years with an API score of 965.

In addition to serving as a site administrator, Mr. Watts has been a classroom teacher for grades four through eight, Athletic Director (Includes Noon League Coordinator / Supervisor), G.A.T.E. Coordinator, Technology Committee Chairperson, and School Site Council Teacher Representative.

While serving as a charter school Principal, Mr. Watts' school's enrollment increased by over 200 students in just one year, with a waitlist of over 1,000 students. Moreover, the school obtained a 990 Academic Performance Index score, ranking as the top performing K-8 charter school in the County.

Andrew Crowe, Chief Academic Officer

Andrew Crowe serves as the Chief Academic Officer at Scholarship Prep. Mr. Crowe has previously worked in multiple charter school organizations as a teacher, Director of Curriculum and Instruction, Assistant Principal, Principal, and Managing Director.

Mr. Crowe began his educational career at West Philadelphia High School as a Teach For America corps member. While teaching high school math he was chosen as the School Based Teacher Leader, serving as liaison to the School District and providing professional development based on system-wide initiatives. In just two years, his students increased their proficiency on the state assessment by 37%.

After working in Hawai'i as an instructional coach, Mr. Crowe was a founding teacher at Alliance Health Services Academy (HSA) High School. In the school's first year, Mr. Crowe increased the number of students scoring Proficient and Advanced on the Algebra 1 CST by 15%. As Assistant Principal at HSA, he oversaw student growth that was Far Above Predicted in Algebra 1 (6.3) and Science (5.7) and Above Predicted in Geometry (4.4) and Chemistry (4.1), according to a prior LAUSD measuring system (the Charter School Annual Performance Evaluation.)

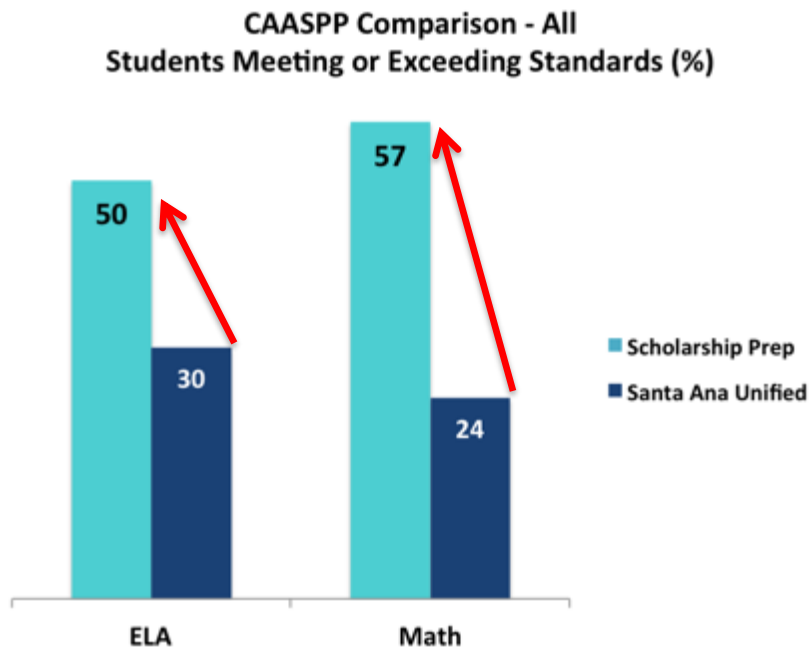
Mr. Crowe has also served as a site-level and district-level administrator in charter schools. Mr. Crowe holds a Bachelor's degree in Psychology from the University of Notre Dame and a Master's degree in Urban Education from the University of Pennsylvania.

Scholarship Prep Success

Scholarship Prep currently operates two TK-8 charter schools – the Santa Ana campus (authorized by the Orange County Department of Education as a countywide benefit charter) and the Oceanside campus (authorized by the San Diego County Department of Education). In less than two full years, we defied the odds and shattered all expectations at both campuses.

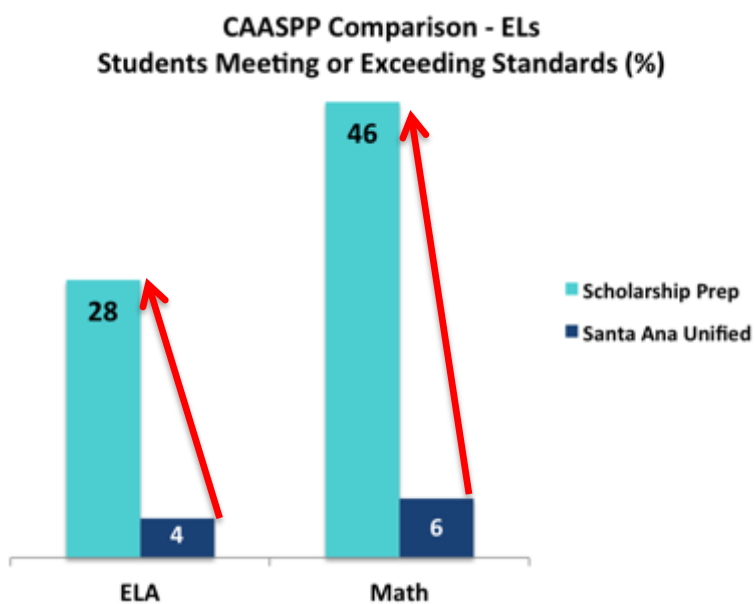
As seen in Figure A below, Scholarship Prep Santa Ana students significantly outperformed the Santa Ana Unified School District average by 20 points in ELA and 33 points in Math in just our second year of operation.

Figure A. Santa Ana 2017-18 CAASPP Comparison – All Students



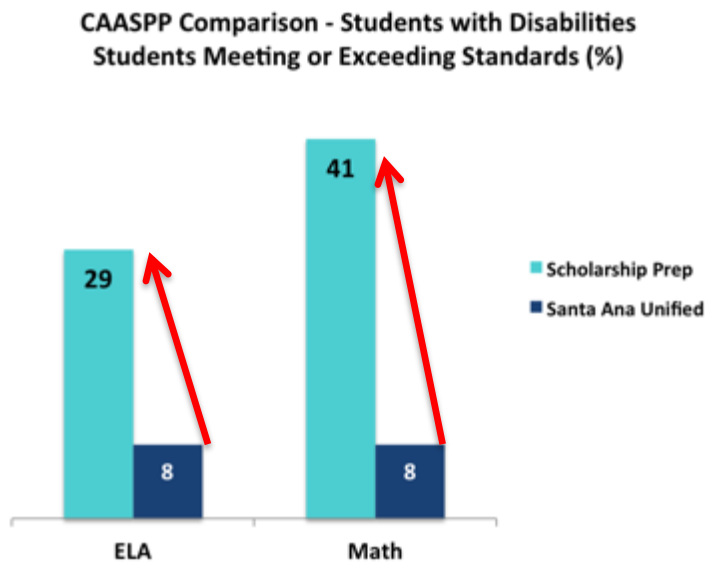
The gap is even wider for English Learners. As seen in Figure B below, Scholarship Prep Santa Ana English Learners significantly outperformed the Santa Ana Unified School District English Learner average by 24 points in ELA and 40 points in Math in just our second year of operation.

Figure B. Santa Ana 2017-18 CAASPP Comparison – English Learners



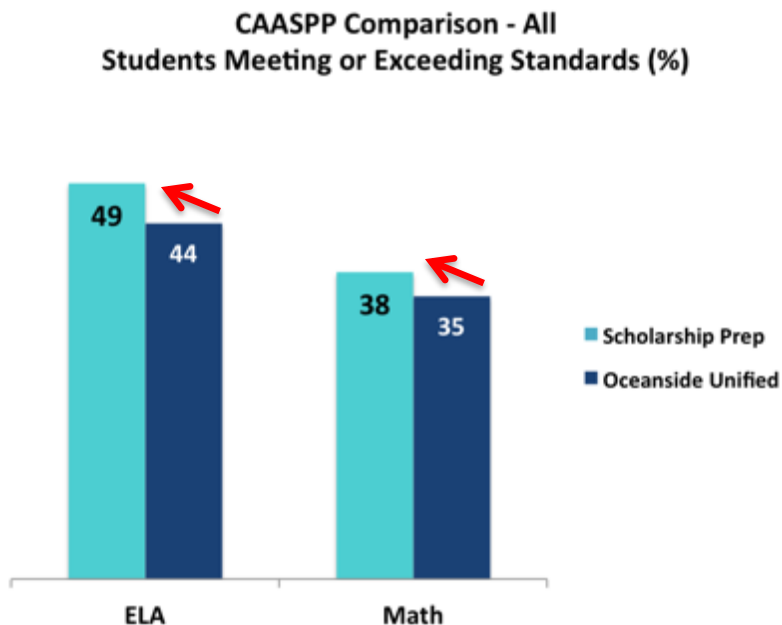
Scholarship Prep has also demonstrated success for Students with Disabilities. As seen in Figure C below, Scholarship Prep Santa Ana Students with Disabilities significantly outperformed the Santa Ana Unified School District Students with Disabilities average by 21 points in ELA and 33 points in Math in just our second year of operation.

Figure C. Santa Ana 2017-18 CAASPP Comparison – Students With Disabilities



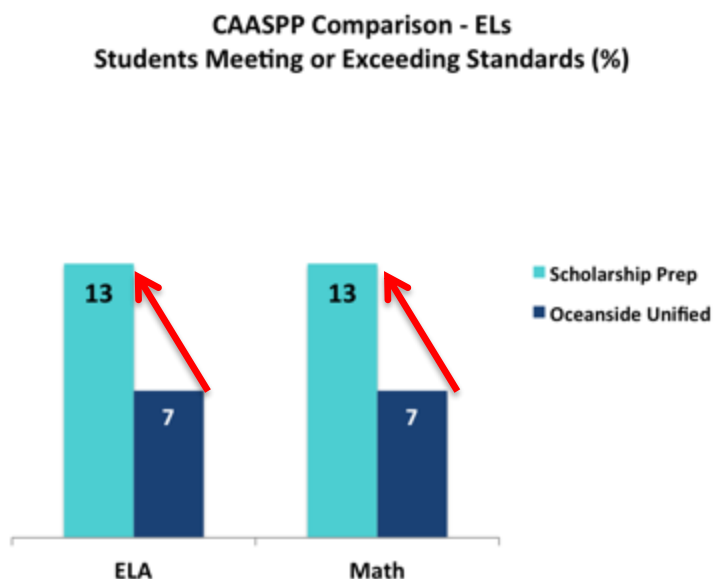
The success of our program has been duplicated at our Oceanside campus. In just the first year of operation, Scholarship Prep Oceanside students outperformed the Oceanside Unified School District average by 5 points in ELA and 3 points in Math.

Figure D. Oceanside 2017-18 CAASPP Comparison – All Students



We have also continued to close the achievement gap for English Learners at the Oceanside campus. As seen in Figure D below, Scholarship Prep Oceanside English Learners nearly doubled the Oceanside Unified School District English Learner average in both ELA and Math.

Figure E. Oceanside 2017-18 CAASPP Comparison – English Learners

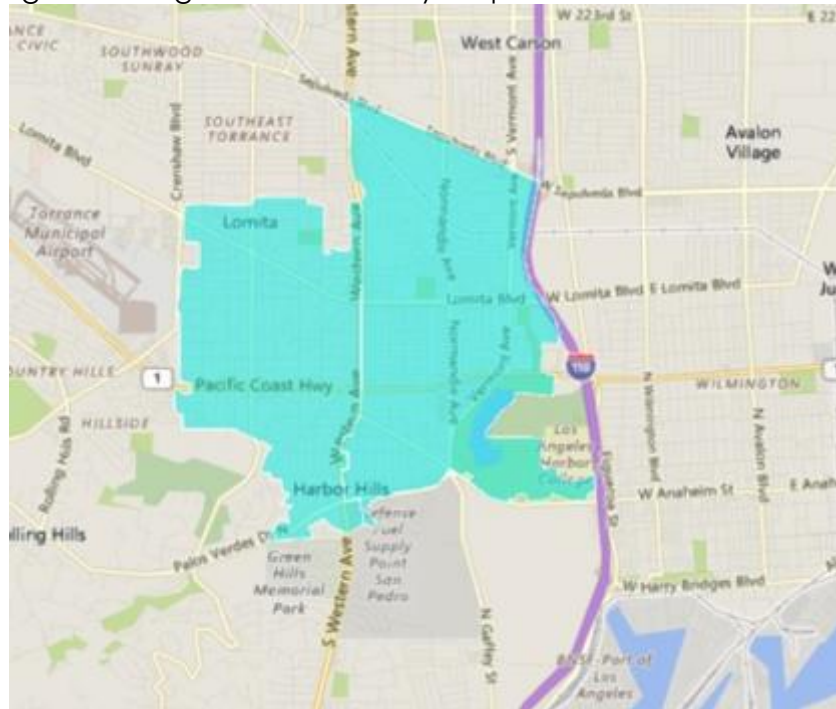


As indicated by the data above, Scholarship Prep has exceeded expectations in just two years of operation. We are particularly proud of the work that we have done for our students who have traditionally been underserved – our English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Every member of our executive team has been called to address educational inequities and has spent their professional careers working to ensure that parents and students (typically those that are most underserved) have educational choice or a pathway to a changed future. As a collective, we have proven at Scholarship Prep that we have the capacity and ability to directly affect change through public education. We firmly believe that *education delayed is education denied*. Our mission of providing a university-inspired pathway of success while closing the achievement gap for all students, including those underserved has taken us to Santa Ana and Oceanside. We also know, through professional and personal experience, that students and families in Los Angeles have been underserved in various areas, including public education. We are committed to being a part of the solution of closing the achievement and opportunity gaps in Los Angeles.

Community Need for Proposed Charter School

Our executive team and Board of Directors are committed to providing educational parent choice in areas where it currently does not exist or is not sufficient to meet the demands of the community. We identified such a target neighborhood in Lomita and Harbor City (zip codes 90717 and 90710), shown in Figure A below, for expansion. This area was chosen based on a variety of community factors, including population characteristics, academic performance of neighborhood schools, and proximity of currently operating charter schools.

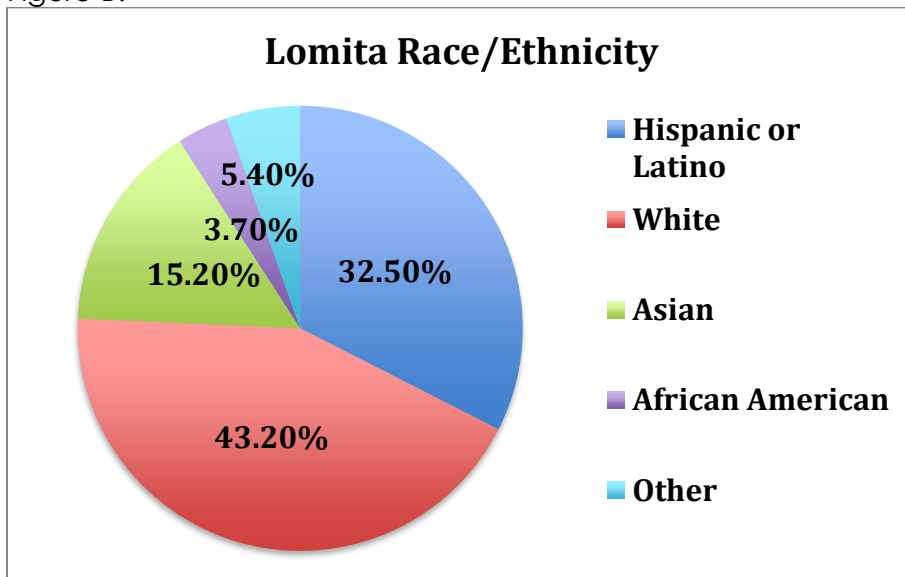
Figure A. Targeted Community Map



Source: Microsoft Office 3D Map Tours

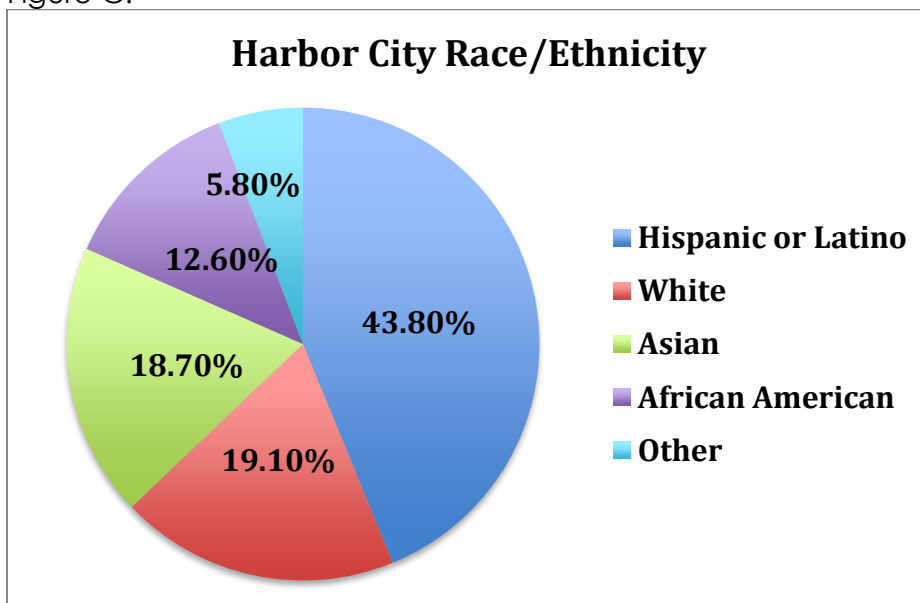
As seen in Figures B and C below, Lomita and Harbor City are very diverse communities. The racial and ethnic makeup of the communities mirrors the diversity of Los Angeles at large. The compositions of the Lomita and Harbor City areas are major factors as to why we intend to serve those areas – we are committed to changing educational outcomes of the families and communities that need us most.

Figure B.



Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

Figure C.



Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

In addition to the charts above, the data shows an economically impoverished area.

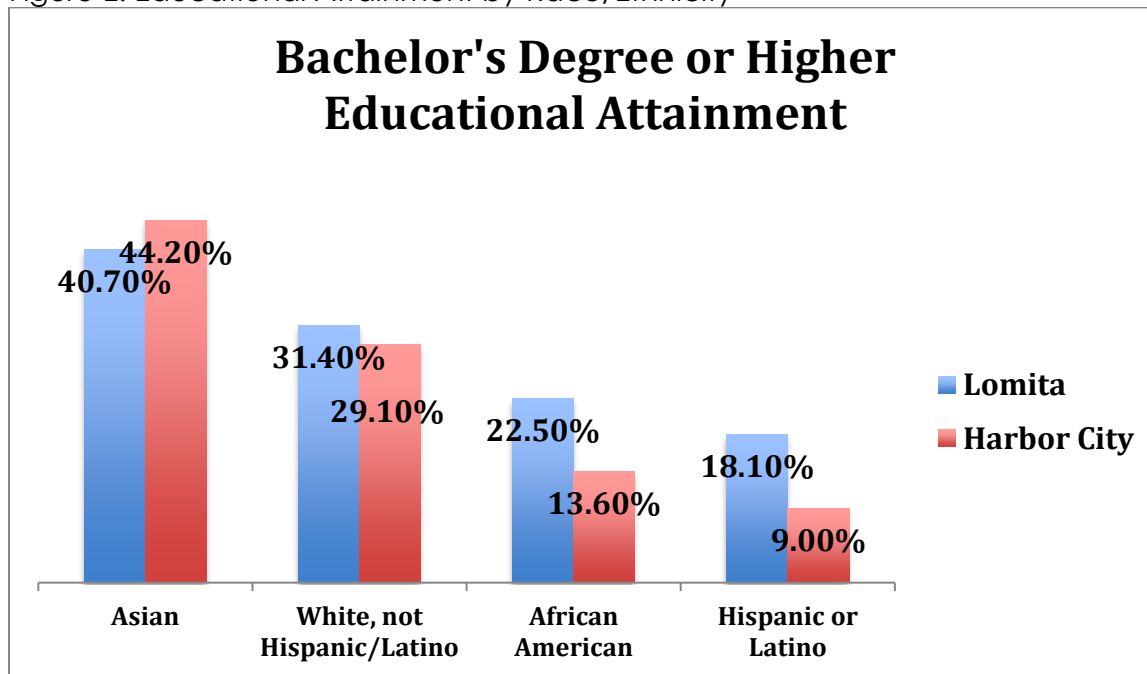
Figure D. Area Census Data

Metric	Lomita (90717)	Harbor City (90710)
Total population	21,658	25,457
Below poverty level (All)	13.4%	17.1%
Below poverty level (Under 18 years)	17.7%	29.5%
Bachelor's Degree or higher (18 to 24 years)	5.9%	11.8%
Bachelor's Degree or higher (25 years and over)	29.4%	25.4%
Speak a language other than English	33.2%	34.3%
Poverty Rate (High School Graduate)	14.1%	11.2%
Poverty Rate (Bachelors Degree or higher)	4.3%	3.5%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

As noted above in Figure D, between 17% and 30% of children under the age of 18 are living in poverty. Increasing access to high quality educational options is the main avenue through which we can make generational change. While the poverty rate for residents with a Bachelors degree is more than three times lower than for high school graduates, less than 12% of people earn a Bachelor's degree by the time they turn 24 years old. Scholarship Prep is dedicated to establishing a college and career ready pathway to success for all our students. Scholarship Prep also understands that the building blocks developed in a student's elementary and middle school years can dramatically impact their ability to have more comprehensive opportunities to experience higher learning (such as college) as well as career success. As seen in Figure E below, change is urgently needed for Hispanic/Latino and African American students in Lomita and Harbor City. These residents attain Bachelor's degrees at much lower rates than their Asian and White peers, further perpetuating the cycle of poverty.

Figure E. Educational Attainment by Race/Ethnicity



Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

Listed below in Figure F are the local schools located within 3 miles of our proposed campus and their students' academic performance on the 2017-18 CAASPP assessment.

Figure F. 2017-18 Comparison School CAASPP Data

School	ELA CAASPP	Math CAASPP	Distance From Proposed Site
Taper Ave Elementary	67%	64%	2.9 miles
Dodson Middle	64%	49%	2.5 miles
Lomita Magnet	62%	52%	1.4 miles
Eshelman Ave Elementary	52%	36%	0.7 miles
Fleming Middle	45%	34%	0.3 miles
LAUSD Average	42%	32%	-
Gulf Ave Elementary	40%	39%	2.6 miles
President Ave Elementary	39%	27%	1.1 miles
Harbor City Elementary	38%	37%	0.4 miles
Wilmington Middle Magnet	32%	27%	2.4 miles

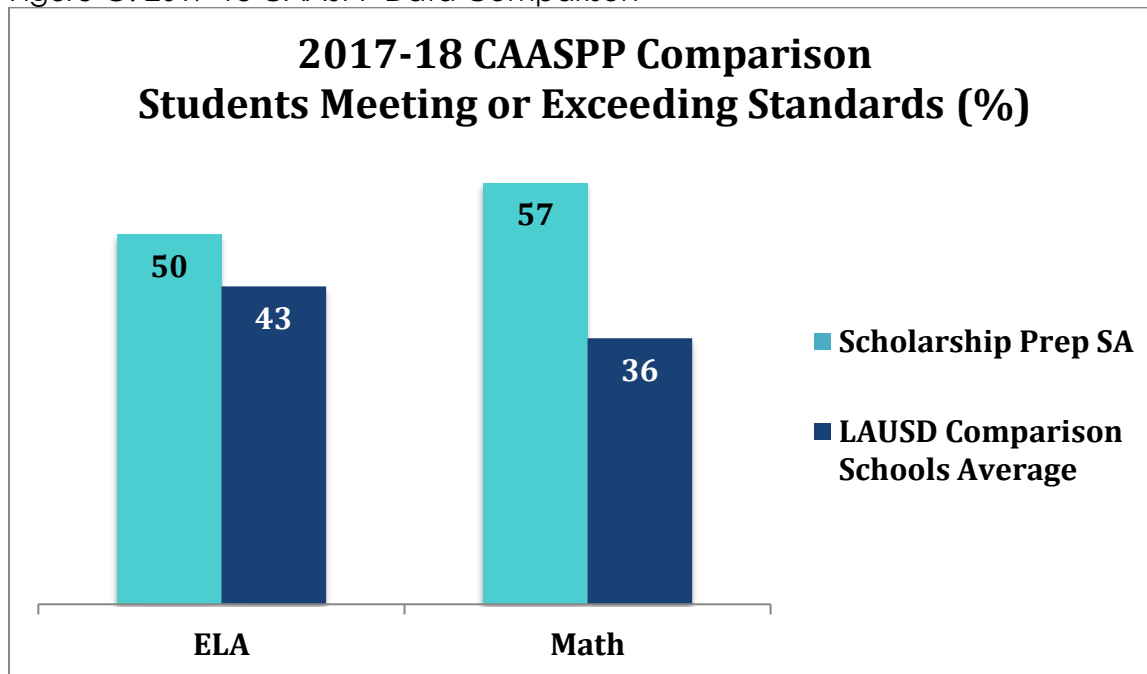
School	ELA CAASPP	Math CAASPP	Distance From Proposed Site
Normont Elementary	28%	24%	1.1 miles
Fries Ave Elementary	25%	25%	2.9 miles
Hawaiian Ave Elementary	25%	24%	2.7 miles
Average	43%	36%	-

Source: caaspp.cde.ca.gov and maps.google.com

As shown above, there is a considerable achievement gap (as evidenced by CAASPP Results in English Language Arts/Literacy and Math) in schools located in the same communities. Taper Ave. Elementary and Hawaiian Ave. Elementary are located only 3 miles from each other yet the percentage of students meeting or exceeding standards at Taper Ave. (67% and 64%) is well over double the percentage at Hawaiian Ave. (25% and 24%). Scholarship Prep's goal of providing a parental school of choice will allow families the option of attending a school not solely based on their street address.

A comparison of our data at Scholarship Prep Santa Ana, with demographics similar to those of the comparison schools to our proposed Lomita/Harbor City campus, shows that we are already outperforming the neighborhood schools in just our second year of operation – with demographically comparable students. We would anticipate the same level of growth and success at our new campus.

Figure G. 2017-18 CAASPP Data Comparison



Source: caaspp.cde.ca.gov

The achievement gap data is even more bleak for English Learners in the area. As shown in Figure H below, the average proficiency rate for English Learners at the LAUSD comparison schools is in the single digits for both ELA and Math on the CAASPP. In fact, the two highest performing comparison schools in Math and two of the top three schools in ELA (Taper Ave. Elementary and Lomita Mag) have so few English Learners that they received no subgroup scores.

Figure H. 2017-18 CAASPP Data for English Learners

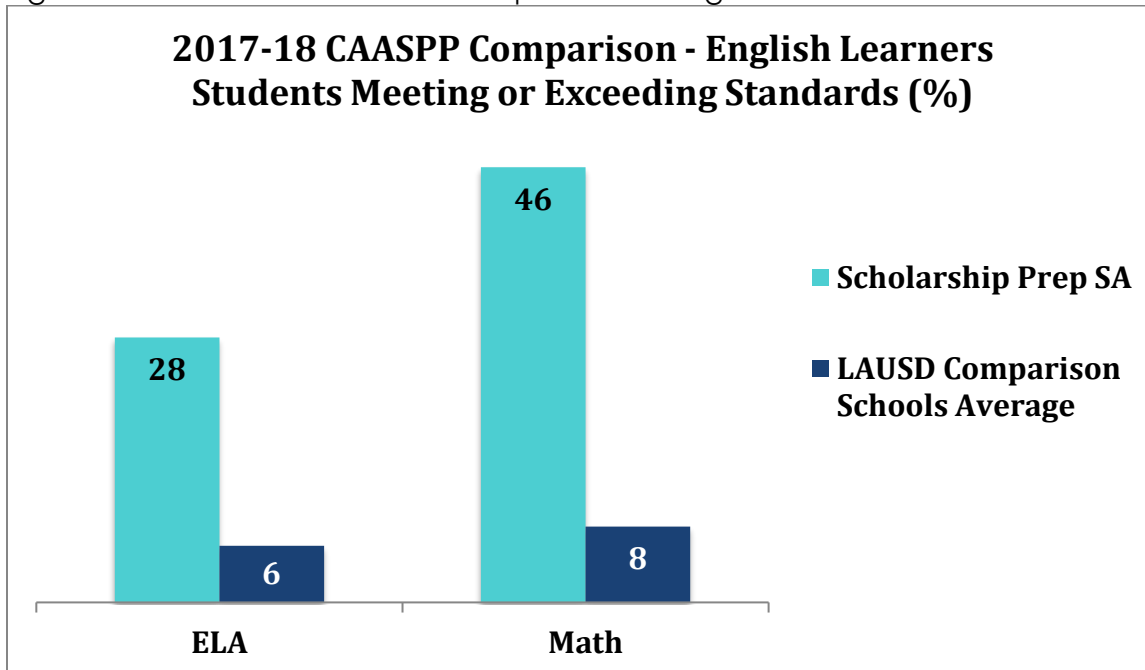
School	ELA CAASPP - EL	Math CAASPP - EL	Distance From Proposed Site
Eshelman Ave Elementary	24%	15%	0.7 miles
President Ave Elementary	12%	8%	1.1 miles
Gulf Ave Elementary	6%	22%	2.6 miles
LAUSD Average	4%	5%	-
Harbor City Elementary	4%	18%	0.4 miles
Normont Elementary	3%	3%	1.1 miles
Fleming Middle	2%	4%	0.3 miles
Hawaiian Ave Elementary	2%	3%	2.7 miles

School	ELA CAASPP - EL	Math CAASPP - EL	Distance From Proposed Site
Wilmington Middle Magnet	1%	1%	2.4 miles
Fries Ave Elementary	1%	6%	2.9 miles
Dodson Middle	0%	4%	2.5 miles
Taper Ave Elementary	-	-	2.9 miles
Lomita Magnet	-	-	1.4 miles
Average	6%	8%	-

Source: caaspp.cde.ca.gov and maps.google.com

At Scholarship Prep Santa Ana, while we have a larger percentage of English Learners than any of the comparison schools, our students' success is demonstrably higher. We outperformed the comparison schools' average by 22 points in ELA and 38 in Math! In just looking at the highest performing comparison school, we outperformed Eshelman Ave. by 4% in ELA while having over 39% more ELs and outperformed Gulf Ave. by 24% in Math while having over 17% more ELs. Our commitment is to closing the achievement gap and accelerating growth for all students, and we are delivering on our Mission and Vision. We would anticipate comparable learning outcomes for, particularly, English Learners at our new campus

Figure I. 2017-18 CAASPP Data Comparison for English Learners



Source: caaspp.cde.ca.gov

LAUSD parental school choice and community needs are not currently being met, as there are no active charter schools operating in Lomita or Harbor City. The nearest currently operating charter school to our proposed location is approximately 8 miles away (Magnolia Science #3 -1254 E Helmick St., Carson, CA 90746).

Our design will provide a small school environment with strong relationships between staff and students and a smaller student body. The average enrollment for the comparison schools within 3 miles of our proposed campus is over 840 students. The two traditional middle schools located in the area (Dodson and Fleming) have at least 1,300 students each. Scholarship Prep intends to open with approximately 250 students. This small school environment will provide for close and constant interactions between school and home.

Student Population To Be Served

Our targeted population is at-risk students in transitional kindergarten through eighth grade. Scholarship Prep is open to any student and our staff will actively target academically underserved students in Lomita, Harbor City, and surrounding areas. In its first year, Scholarship Prep intends to serve students in grades TK–8. First year enrollment is estimated to be 250 students or more; however, our program is designed to allow expansion to 375 students if sufficient students are interested and space is available.

Scholarship Prep's instructional model is designed to serve all students effectively through a rigorous and interactive curriculum, incorporating parent education, and dedicated, individualized teacher support.

As a public school, Scholarship Prep will be tuition-free and will admit any student residing in the State of California regardless of disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or any other characteristics of any protected class.

Listed below in Figures J and K are the local schools within 3 miles of our proposed campus and their race/ethnicity and subgroup demographics. We anticipate that our student body would closely resemble those of the surrounding schools.

Figure J. 2017-18 Comparison School Race/Ethnicity Demographics

School	African American	Asian	Hispanic or Latino	White
Dodson Middle	13%	5%	62%	10%
Eshelman Ave Elementary	13%	4%	64%	12%
Fleming Middle	15%	3%	70%	6%
Fries Ave Elementary	2%	0%	94%	3%
Gulf Ave Elementary	2%	1%	94%	3%
Harbor City Elementary	10%	1%	81%	3%
Hawaiian Ave Elementary	2%	1%	94%	2%
Lomita Magnet	10%	8%	54%	11%

School	African American	Asian	Hispanic or Latino	White
Normont Elementary	25%	0%	68%	6%
President Ave Elementary	16%	3%	66%	10%
Taper Ave Elementary	7%	8%	55%	24%
Wilmington Middle Magnet	1%	0%	95%	2%

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

Figure K. 2017-18 Comparison School Subgroup Demographics

School	Total Population	English Learners	Students with Disabilities	Socioeconomically Disadvantaged
Dodson Middle	1723	2.9%	6.2%	67.5%
Eshelman Ave Elementary	563	16.3%	13.5%	84.2%
Fleming Middle	1350	11.9%	13.0%	86.1%
Fries Ave Elementary	524	40.6%	16.0%	93.1%
Gulf Ave Elementary	851	38.0%	9.9%	93.4%
Harbor City Elementary	603	38.8%	11.3%	92.9%
Hawaiian Ave Elementary	612	37.9%	13.2%	96.2%
Lomita Magnet	931	9.7%	7.2%	68.4%
Normont Elementary	313	30.4%	9.9%	95.2%
President Ave Elementary	443	14.0%	16.7%	75.4%
Taper Ave Elementary	720	3.5%	8.2%	52.1%
Wilmington Middle Magnet	1496	16.8%	15.2%	94.5%

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

The following is a projected enrollment chart aligning to the school's budget:

Figure L. Five-Year Projected Enrollment

Scholarship Prep Projected Enrollment Plan					
Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
TK/K	50	75	75	75	75
1	25	50	50	50	50
2	25	25	50	50	50
3	25	25	25	50	50
4	25	25	25	25	50
5	25	25	25	25	25
6	25	25	25	25	25
7	25	25	25	25	25
8	25	25	25	25	25
Total	250	300	325	350	375

The projected enrollment chart above is based projected enrollment numbers. A broad-based student recruitment campaign will be utilized to maximize enrollment. The recruitment plan includes a broad-based effort to obtain a racial and ethnic balance comparable to that of the surrounding LAUSD schools. Numerous community information meetings will be held at locations throughout the community to inform prospective parents and students about the Charter School. Geographically adjacent households will be mailed postcards informing parents of the new Charter School and enrollment opportunities. Fliers will be hand distributed at numerous local agencies, including YMCAs, Boys and Girls Clubs, youth sporting events, markets, places of worship, and other local businesses. The community information meetings began in the Summer, 2018, and will continue through the Charter School's opening in the Fall of 2019.

Scholarship Prep's outreach plan will include collaboration with several key individuals and other organizations that impact eventual placement decisions. Scholarship Prep will reach out to professionals, advocates, and volunteers to educate them about the anticipated success of our approach to education and the ability for all youth, to truly reach their academic potential. This outreach will take the form of group meetings with community members and potential families regarding our instructional and support programs.

Based on the surrounding comparison LAUSD schools' data, we anticipate that approximately 85-95% of our students will qualify for free or reduced price lunch, 20-35% will be English Learners, and 6-12% will be special education students.

Goals and Philosophy

Vision

Scholarship Prep seeks to establish a sustainable education program where scholarship is the standard, diversity is treasured, and parents are partners in student achievement.

Targeting all students, with a data-driven emphasis on making a dramatic and sustainable impact on underserved populations, our students will promote from our school prepared to serve their communities and achieve to their greatest capacity.

Utilizing a university-inspired, college scholarship concept, our students will understand that by achieving academic, athletic, and/or arts excellence, a broader array of possibilities and options exist for future endeavors in higher education. Ultimately, our goal is that EVERY student will be effectively positioned to--one day--receive a college scholarship, earn a degree, and give back to their community.

By establishing strong bastions of education in Lomita/Harbor City, not only will a sustainable model flourish, a strong workforce will prosper. As generations receive top-notch educations, local businesses receive the benefit of employees with greater capacity for success. As the correlative studies above have shown, when the generations amongst the workforce become highly educated, their median income

increases. This potentially sustainable model serves to greatly benefit the most disadvantaged communities.

Mission

We are committed to providing a university-inspired pathway of success while closing the achievement gap for all students, including those underserved. We believe in establishing a sustainable education program where scholarship is the standard, diversity is treasured, and parents are partners in student achievement.

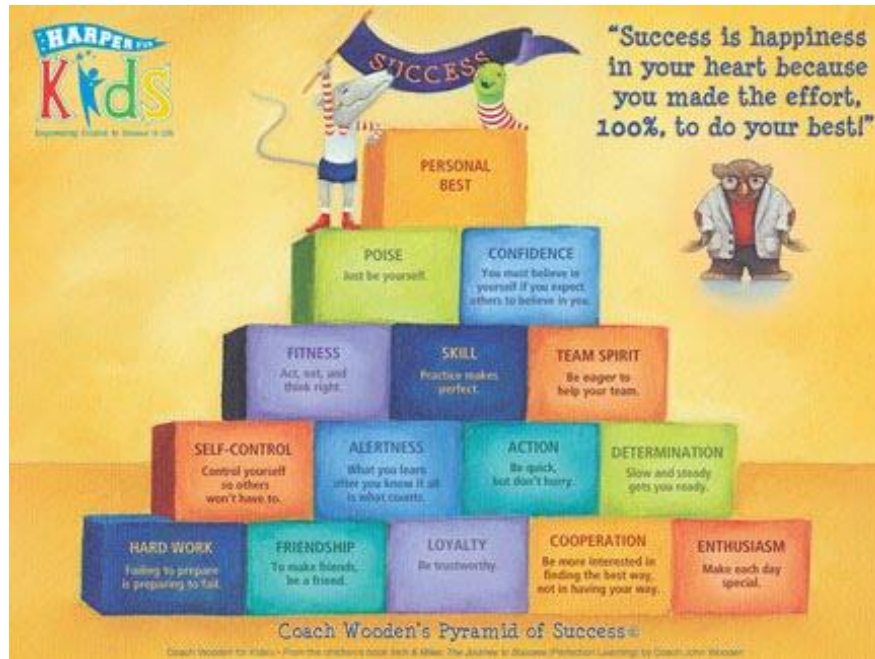
Create A Collegiate-Bound Culture

Scholarship Prep will establish a collegiate-inspired environment that will motivate underserved students to not only attend school, but also to excel. Each classroom will not be identified by number. Rather, students will be in UCLA, Harvard, Stanford, etc. Each university will be selected based on Academic Progress Rate (APR) and/or Graduation Success Rate (GSR). APR is used by the NCAA to measure how student-athletes are performing over the course of each school year. GSR takes into account students who transfer into a school and graduate from that same school. The NCAA developed the Division I Graduation Success Rate in response to college and university presidents who wanted graduation data that more accurately reflect the mobility among all college students today.

PEP Rallies with the student body will promote camaraderie, competition, and school pride. At any given PEP Rally, Scholarship Prep students will be seen wearing their university attire, chanting their university's fight song, or watching their fellow students demonstrate their talents. Rather than utilizing school bells to mark the beginning or end of periods, university fight songs will be used, similar to that of a few select schools that use the same system.

Create Student Success to Breed Success

The mission of Scholarship Prep includes creating a culture by which every student adheres to the core tenets of citizenship, leadership, and character. At Scholarship Prep, we intend to not only educate students, but prepare them to become upstanding citizens of the world. We embrace the philosophy and leadership of John Wooden, the legendary coach of the UCLA Bruins men's basketball team, who, unlike many at the time, prioritized citizenship, leadership, and character as core values in the coaching of his team. Through a partnership with Harper for Kids, Coach Wooden's Pyramid of Success (see graphic below) will be interwoven throughout our Charter School, both instructionally and visibly, always reminding our students of the expectations that have been set in order for success to be achieved.



Coach Wooden's character traits are: Competitive Greatness, Poise, Confidence, Condition, Skill, Team Spirit, Self-Control, Alertness, Initiative, Intentness, Industriousness, Friendship, Loyalty, Cooperation, and Enthusiasm. The goal will be for each child to clearly articulate strengths and areas of growth within their own character using the Pyramid of Success as key vocabulary. These reflective and honest conversations between members of the Scholarship Prep community will lead to students matriculating from Scholarship Prep as self-aware individuals that understand that our character is something on which we work, just as we work on our reading skills or math skills. They will be able to articulate what each character trait means and what it looks like. At Scholarship Prep, character instruction permeates every subject and part of the daily schedule; teachers will weave the character traits into their direct instruction.

What It Means to Be An Educated Person in the 21st Century

We believe that critical thinking, creativity, collaboration and global connections are critical skills or attributes required to be successful in the 21st century economy. When defining what it means to be educated in the 21st century, it is important to understand that success in such a rapidly changing world requires a commitment to learning.

Every child in America needs 21st century knowledge and skills to succeed as effective citizens, workers and leaders in the 21st century. There is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by infusing 21st century skills into their teaching and learning.

An article by William Cronon entitled, "Only Connect...: The Goals of a Liberal Education" identifies the characteristics of what it means to be educated in the 21st century.

1. They listen and they hear.
2. They read and they understand.
3. They can talk with anyone.
4. They can write clearly and persuasively and movingly.
5. They can solve a wide variety of puzzles and problems.
6. They respect rigor not so much for its own sake but as a way of seeking truth.
7. They practice humility, tolerance, and self-criticism.
8. They understand how to get things done in the world.
9. They nurture and empower the people around them.

10. They follow E. M. Forster's injunction from *Howards End*: "Only connect . . ."

"More than anything else, being an educated person means being able to see connections so as to be able to make sense of the world and act within it in creative ways...listening, reading, writing, talking, puzzle-solving, seeing the world through others' eyes, empowering others, leading—every last one of these things is finally about connecting." - William Cronon

Using the desired outcomes identified by the Partnership for 21st Century Skills (see chart below), our students will acquire the cognitive as well as social skills and dispositions that will enable them to succeed in the dynamic, fast-paced, and complex world of the 21st century.

Core Subjects and 21st Century Interdisciplinary Themes	Life and Career Skills	Learning and Innovation Skills (The "4Cs")	Information, Media, and Technology Skills
Themes include: <ul style="list-style-type: none"> • Global awareness • Financial, economic, business, and entrepreneurial literacy • Civic literacy • Health literacy • Environmental literacy 	<ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility 	<ul style="list-style-type: none"> • Creativity and innovation • Critical thinking and problem solving • Communication and Collaboration 	<ul style="list-style-type: none"> • Information literacy • Media literacy • Information, communications and technology literacy

How Learning Best Occurs

Scholarship Prep applies the best research-proven strategies to provide a rich and rigorous, independent and flexible academic program that gives all students the chance to be successful.

Research shows that consistent high levels of student success are more likely to occur with long-term, comprehensive **parent involvement** in schools. The California Department of Education states:

Comprehensive means that parents are involved at all grade levels in a variety of roles. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the school.

California State Board of Education Policy 89-01 (1994): Parent Involvement in the Education of Their Children, and Attachment 8: California Department of Education – Charter School Division – Legal Opinion on Parent Participation. With this in mind, Scholarship Prep asks families to make a commitment to the community and their child to volunteer for the Charter School on a weekly basis. Although parental involvement is extremely important and a cornerstone of our program, parental involvement is not a requirement for acceptance to, or continued enrollment at, Scholarship Prep.

Research shows that children learn by doing, and the **hands-on learning** approach will give students an opportunity to take learned skills and apply them to meaningful projects. These projects provide students an opportunity to develop and demonstrate critical thinking skills, problem solving skills, and cooperative learning which will prepare them for the 21st century.

Research also shows that the brain is pattern-seeking and looks for connections between pieces of information (McBrien/Brandt, 1997). These connections lead to a stronger and more thorough understanding. Whenever possible, curriculum is designed around science, social studies, or literacy themes (Ostrow, 1995). Topics are studied from many different angles and viewpoints, allowing students to explore subjects deeply, **employ higher level thinking skills**, and **make connections among various disciplines of thought** (Jensen, 1998).

Learning best occurs in a **collaborative environment**. Students have a higher motivation to learn when they have a real stake in their own learning. The teacher shares control of the classroom and students are allowed to explore, experiment, and discover on their own. The focus in these classrooms is on options, rather than uniformity. Learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

Learning best occurs in a climate where there are **measurable goals and accountability**. As Schmoker (1996) so simply states: "What gets measured gets done".

Scholarship Prep's instructional staff will operate as a Professional Learning Community (PLC), as summarized in, *Whatever It Takes*, by DuFour, et al., ensuring a coordinated and coherent program that targets the needs of the whole child.

Enabling Self-Motivated, Competent, and Lifelong Learners

Scholarship Prep is committed to enabling students to become self-motivated, competent learners. We believe that our strategies and tools will allow our pupils to remain so as they become lifelong learners. Our emphasis on students striving to obtain a college degree through scholarship pathways is founded in concrete data and research and will contribute to creating lifelong learners.

The concept for Scholarship Prep was created with a focus on the desire to increase foundational skills for underserved students in order to enter into and succeed in college. Further, focusing on the potential for career attainment through higher learning experiences creates the drive for Scholarship Prep's program development.

A previous report based on American Community Survey (ACS) data demonstrated that educational attainment is by far the most important social characteristic for predicting earnings.¹ This report uses 2011 ACS data to create the Synthetic Work-Life Earnings (SWE) estimates.

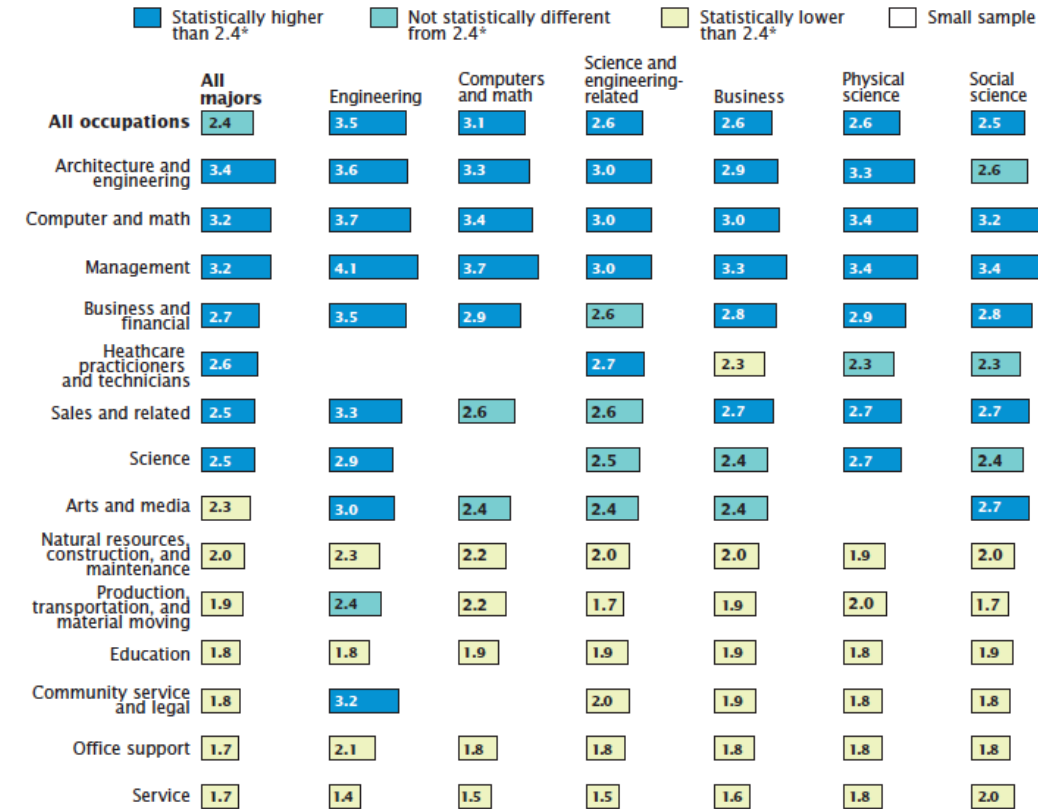
The figure below shows how earnings increase as educational attainment increases. SWE estimates based on educational attainment alone range from less than \$1 million for those with the lowest education to about \$4 million for those with a professional degree. The difference in work-life earnings between workers with a high school diploma and those with a college degree is about \$1 million and the difference between the estimate for workers with a college degree and the estimate for those with a doctorate is another \$1 million.

¹ Julian, Tiffany, and Robert Kominski, "Education and Synthetic Work-Life Earnings Estimates," American Community Survey, U.S. Census Bureau, September 2011, available at www.census.gov/prod/2011pubs/acs-14.pdf.

Figure 1.

Synthetic Work-Life Earnings by Field of Bachelor's Degree and Occupation Group for Full-Time, Year-Round Workers Whose Highest Attainment is a Bachelor's Degree

(In millions of dollars. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/acs/www/)

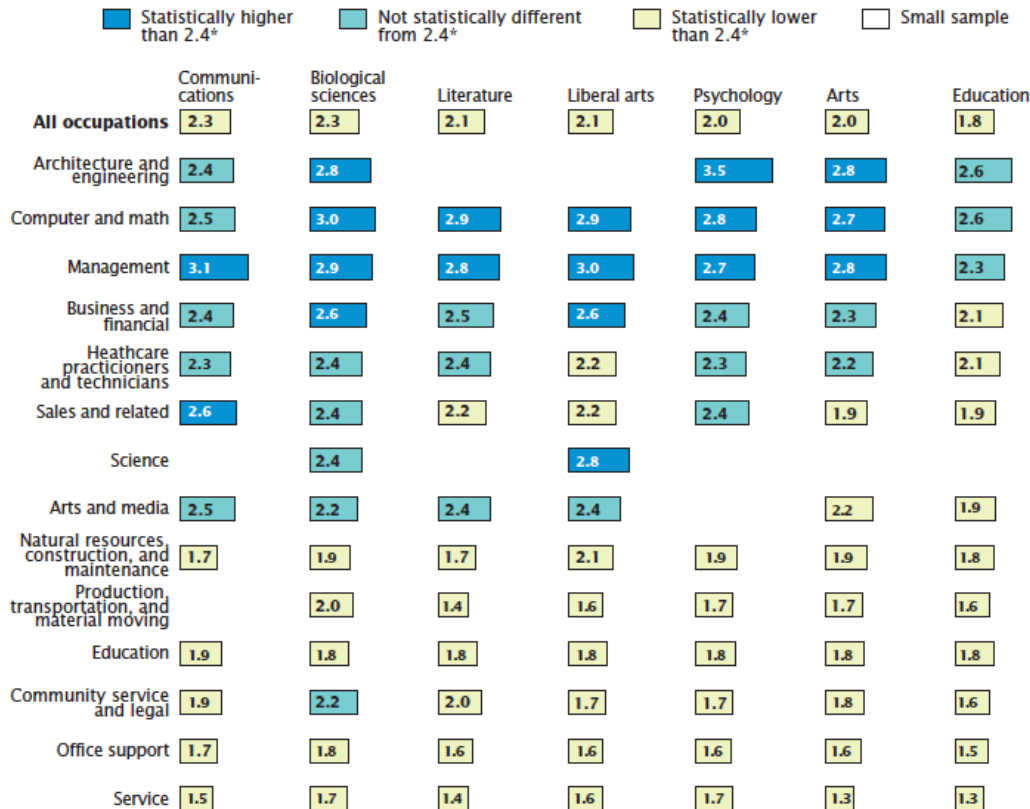


See notes and source at end of figure.

The figure on the page below demonstrates variation in SWE estimates for people whose highest degree was a bachelor's. Darker colors represent higher than average work-life earnings while light colors represent lower than average work-life earnings. People working in architecture and engineering, computers and math, management, business and financial, healthcare practitioners and technicians, sales, and science all earn more than the average of \$2.4 million earned in a work life. People who majored in engineering, computers and math, science and engineering-related fields, business, physical science, or social science also earn more than the average.

Figure 1.
Synthetic Work-Life Earnings by Field of Bachelor's Degree and Occupation
Group for Full-Time, Year-Round Workers Whose Highest Attainment is a
Bachelor's Degree—Con.

(In millions of dollars. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/acs/www/)



*Colors represent statistical difference from the average for all bachelor's degree holders—2.4 million.

Notes: Synthetic work-life earnings represent expected earnings over a 40-year time period for the population aged 25–64 who maintain full-time, year-round employment the entire time. Calculations are based on median annual earnings from a single point in time for eight 5-year age groups multiplied by five. Not all fields of degree and occupations are shown here. Please see Appendixes A and B at www.census.gov/prod/2012pubs/acsbr11-04a.pdf for more details on the creation of these categories.

Source: U.S. Census Bureau, 2011 American Community Survey.

Variations in earnings can be compared across occupations for a single field of degree or compared across fields of degree for single occupations. For example, the average liberal arts major earns \$2.1 million in their work life but those working in office support jobs can expect to earn \$1.6 million, while those working in computers and math can expect to earn \$2.9 million. Engineering majors make the most, at \$3.5 million, but this estimate varies widely between service workers (\$1.4 million) and managers (\$4.1 million). Education majors make the least, at \$1.8 million, and no occupation for education majors provides higher earnings than the average for bachelor's degree holders. In fact, education majors working in service jobs earn less than people whose highest attainment is a high school diploma.

Table 1.

Synthetic Work-Life Earnings by Educational Attainment

(In dollars. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/acs/www)

Educational attainment	Synthetic work-life earnings	Margin of error ¹
None to 8th grade	936,000	7,000
9th to 12th grade	1,099,000	7,000
High school graduate	1,371,000	3,000
Some college	1,632,000	5,000
Associate's degree	1,813,000	9,000
Bachelor's degree	2,422,000	8,000
Master's degree	2,834,000	13,000
Professional degree	4,159,000	33,000
Doctorate degree	3,525,000	29,000

Note: Synthetic work-life earnings represent expected earnings over a 40-year time period for the population aged 25–64 who maintain full-time, year-round employment the entire time. Calculations are based on median annual earnings from a single point in time for eight 5-year age groups and multiplied by five.

¹ The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value.

Source: U.S. Census Bureau, 2011 American Community Survey.

Table 1 above shows that a bachelor's degree holder can expect to earn about \$2.4 million over his or her work life. There is a great deal of diversity among the 20 million full-time, year-round workers whose highest degree is a bachelor's.² They studied many different subjects and work in many different jobs.

Many factors affect the amount of money a person earns during his or her career. This charter has used data from the American Community Survey (ACS) to demonstrate that educational attainment, college major, and occupation all affect work-life earnings. How far one goes in school can mean a difference of about \$3.2 million.³ Even within one level of attainment—the bachelor's degree—what one chooses to study in college and the careers pursued after college can also mean a difference of \$2.8 million.

Our goal is to ensure that our students leave Scholarship Prep with the tools needed to attain advanced degrees and higher work-life earnings. We will prepare our students to do so through our curriculum choices, focus on creativity and collaboration, and our Project-Based Learning instructional methodologies. Through PBL (discussed in further detail later in Element 1), Scholarship Prep students become self-directed learners who are prepared to adapt to changes and develop multiple skills and competencies.

² Population aged 25–64.

³ Workers with none through eighth grade earn \$936,000 compared with \$4,159,000 for workers with a professional degree.

Meeting State Priorities

Scholarship Prep has clearly defined schoolwide and student subgroup outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

Scholarship Prep will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by Scholarship Prep. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as one that meets both of the following criteria:

The subgroup consists of at least 30 pupils; or

For foster or homeless youth, the subgroup consists of at least 15 pupils.

Cal. Education Code § 47607(a)(3)(B).

The following chart delineates Scholarship Prep's school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by Scholarship Prep, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Cal. Ed. Code Section 52060(d).

As the State finalizes new standardized assessment tools (e.g., CAST) and new school performance measures (e.g., California School Dashboard), and tweaks the format for the new Local Control Accountability Plans as applicable to charter schools, Scholarship Prep will ensure that it creates and updates its plans and goals accordingly. The LCAP will not be deemed part of the charter, and therefore, annual amendments to the LCAP will not be considered a "material revision to the charter" as defined on section 47607. Actions intended to ensure that the Charter School meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.).

LCFF STATE PRIORITIES

GOAL #1

Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair

Related State Priorities:

- ☒ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

Attract qualified staff through rigorous, thorough hiring process.
Ensure that all teachers are appropriately assigned and fully credentialed.
Ensure that all students have access to standards-aligned instructional materials, including physical books, online texts and resources, and supplemental resources.
Provide supplies and equipment for effective instruction, including science lab materials.
Upgrade and maintain facilities to support the school's educational philosophy and provide equal access for all students.

Expected Annual Measurable Outcomes

Outcome #1: 100% of teaching staff members are fully credentialed.

Metric/Method for Measuring: Teacher credentials review.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		100%	100%	100%	100%	100%
English Learners		100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students		100%	100%	100%	100%	100%
Foster Youth		*	*	*	*	*
Students with Disabilities		100%	100%	100%	100%	100%
African American Students		100%	100%	100%	100%	100%
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		100%	100%	100%	100%	100%

Outcome #2: All students have access to standards-based instructional materials.

Metric/Method for Measuring: Inventory and review of textbooks, online licenses, and supplemental materials.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		100%	100%	100%	100%	100%
English Learners		100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students		100%	100%	100%	100%	100%
Foster Youth		*	*	*	*	*
Students with Disabilities		100%	100%	100%	100%	100%
African American Students		100%	100%	100%	100%	100%
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		100%	100%	100%	100%	100%

Outcome #3: Facility is in good repair, as measured by the Facility Inspection Tool.

Metric/Method for Measuring: Annual site inspection documents and School Accountability Report Card (SARC).

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>
English Learners		<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>
Socioecon. Disadv./Low Income Students		<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>
Foster Youth		*	*	*	*	*
Students with Disabilities		<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>

African American Students		<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>	<i>Facility in Good Repair</i>
Outcome #4: Parents are satisfied with campus structure and safety.						
Metric/Method for Measuring: Parent % responding Agree or Strongly Agree with the annual survey prompt “ <i>Our school provides a safe, clean, comfortable, and orderly place for students to learn.</i> ”						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>

GOAL #2						
Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.				Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<i>Refine state standards professional development to include interdisciplinary cross-curricular themes.</i> <i>Provide teacher coaching to ensure rigorous, relevant instruction.</i> <i>Purchase and maintain technology to allow student and staff access to instructional support materials.</i> <i>Engage staff in Professional Learning Community (PLC) meetings, grade level planning time, with a focus on how EL students will be enabled to gain academic content knowledge and English language proficiency.</i> <i>Provide intervention sessions and tutoring as needed to students with exceptional needs.</i> <i>Offer a variety of non-core classes to all students.</i> <i>Prepare and administer appropriate interim assessments to monitor student progress.</i> <i>Provide time for collaboration among teachers within grade levels and for vertical planning across grade levels.</i> <i>Retain effective teachers and staff members.</i> <i>Embed English Language Development (ELD) Standards for an inclusion program.</i> <i>Provide training for our English Language Proficiency Assessment (ELPAC) Coordinator.</i> <i>Refine the objectives and goals of our English Learner Advisory Council.</i>						
Expected Annual Measurable Outcomes						
Outcome #1: Increase percentage of students meeting or exceeding state standards in ELA. Metric/Method for Measuring: CAASPP ELA % Meeting and Exceeding Standard						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
English Learners		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>

Socioecon. Disadv./Low Income Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
Foster Youth		*	*	*	*	*
Students with Disabilities		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
African American Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>

Outcome #2: Increase percentage of students meeting or exceeding state standards in Math.

Metric/Method for Measuring: CAASPP Math % Meeting and Exceeding Standard.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
English Learners		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
Socioecon. Disadv./Low Income Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
Foster Youth		*	*	*	*	*
Students with Disabilities		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
African American Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*

Latino Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
Outcome #3: Increase percentage of students meeting or exceeding state standards in Science.						
Metric/Method for Measuring: CAST % suggesting <i>considerable</i> understanding						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
English Learners		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
Socioecon. Disadv./Low Income Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
Foster Youth		*	*	*	*	*
Students with Disabilities		<i>Baseline</i>	<i>Prior Year + 1% or</i>	<i>Prior Year + 1% or</i>	<i>Prior Year +</i>	<i>Prior Year + 1% or</i>

			State Required Proficiency	State Required Proficiency	1% or State Required Proficiency	State Required Proficiency
African American Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		<i>Baseline</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>	<i>Prior Year + 1% or State Required Proficiency</i>

Outcome #4: Increase English Learner proficiency on ELPAC**Metric/Method for Measuring:** ELPAC Annual Assessment overall scale score average

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
English Learners		<i>Baseline</i>	<i>Prior Year + 25 points</i>	<i>Prior Year + 25 points</i>	<i>Prior Year + 25 points</i>	<i>Prior Year + 25 points</i>

Outcome #5: Increase student access to technology**Metric/Method for Measuring:** Technology inventory

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)		<i>Chromebooks for students in grades 3-8.</i>	<i>Chromebooks for students in grades 2-8.</i>	<i>Chromebooks for students in grades 2-8, one class set for rotations in K and 1.</i>	<i>Chromebooks for students in grades 2-8, two class sets for rotations in K and 1.</i>	<i>Chromebooks for students in grades 2-8, two class sets for rotations in K and 1.</i>

GOAL #3						
<p><i>Scholarship Prep will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation.</i></p>	<div style="border: 1px solid black; padding: 5px;"> <p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> </div> </div>					
Specific Annual Actions to Achieve Goal						
<p><i>Provide parent training on Scholarship Prep’s educational philosophy and programs.</i></p> <p><i>Conduct meetings discussing cyber safety and social-emotional needs.</i></p> <p><i>Conduct workshops and events for parents of students in Special Education to detail best practices and support systems.</i></p> <p><i>Maintain school website as a resource for parents.</i></p> <p><i>Collect feedback through the annual LCAP parent survey.</i></p> <p><i>Offer events at which parents can participate or provide feedback.</i></p> <p><i>Communicate opportunities for involvement and attendance at student recognition ceremonies.</i></p> <p><i>Form and hold regular meetings of the ELAC, SSC, and PEP Squad (the Charter School’s parent-faculty association).</i></p> <p><i>Advertise ELAC, SSC, and PEP Squad meeting dates to all stakeholders.</i></p> <p><i>Include regular public comment item on all Board agendas to allow parent groups to communicate directly with Board of Directors.</i></p> <p><i>Communicate opportunities for involvement and attendance at various school events.</i></p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Increase percentage of parents attending parent conferences.</p> <p>Metric/Method for Measuring: Parent attendance log.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
English Learners		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Socioecon. Disadv./Low Income Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Foster Youth		*	*	*	*	*
Students with Disabilities		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>

African American Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Outcome #2: Increase percentage of parents completing annual LCAP Survey. Metric/Method for Measuring: LCAP Survey completion rate.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
English Learners		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Socioecon. Disadv./Low Income Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Foster Youth		*	*	*	*	*
Students with Disabilities		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
African American Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Native Hawaiian/Pacific Islander Students		*	*	*	*	*

Students of Two or More Races		*	*	*	*	*
White Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Outcome #3: Increase percentage of parents attending informational meetings. Metric/Method for Measuring: Parent attendance log.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
English Learners		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Socioecon. Disadv./Low Income Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Foster Youth		*	*	*	*	*
Students with Disabilities		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
African American Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>

Outcome #4: Parents are satisfied with Scholarship Prep.

Metric/Method for Measuring: Parent % responding Agree or Strongly Agree with the annual survey prompt "I am proud that my child attends Scholarship Prep."

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>

GOAL #4

Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement, attendance, safety, and a supportive environment.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☐ 3 ☒ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

Provide professional development on positive classroom management, restorative justice, and MTSS.

Hold regularly scheduled safety and emergency drills.

Prioritize and track daily attendance.

Maintain consistent communication with all stakeholders through newsletters, emails, and other forms of communication.

Expected Annual Measurable Outcomes

Outcome #1: Maintain or decrease low student suspension rate.

Metric/Method for Measuring: Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of ≤ 2%</u>	<u>Maintain a suspension rate of < 2%</u>
English Learners		<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of ≤ 2%</u>	<u>Maintain a suspension rate of < 2%</u>
Socioecon. Disadv./Low Income Students		<u>Maintain a</u>	<u>Maintain a</u>	<u>Maintain a</u>	<u>Maintain a</u>	<u>Maintain a</u>

		<u>suspension rate of < 2%</u>	<u>suspension rate of < 2%</u>	<u>suspension rate of < 2%</u>	<u>suspension rate of ≤ 2%</u>	<u>suspension rate of < 2%</u>
Foster Youth		*	*	*	*	*
Students with Disabilities		<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of ≤ 2%</u>	<u>Maintain a suspension rate of < 2%</u>
African American Students		<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of ≤ 2%</u>	<u>Maintain a suspension rate of < 2%</u>
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of ≤ 2%</u>	<u>Maintain a suspension rate of < 2%</u>
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of < 2%</u>	<u>Maintain a suspension rate of ≤ 2%</u>	<u>Maintain a suspension rate of < 2%</u>
Outcome #2: Maintain or decrease low student expulsion rate. Metric/Method for Measuring: Expulsion Rate						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		<u>Maintain an expulsion rate of ≤ 1%</u>	<u>Maintain an expulsion rate of ≤ 1%</u>	<u>Maintain an expulsion rate of ≤ 1%</u>	<u>Maintain an expulsion rate of ≤ 1%</u>	<u>Maintain an expulsion rate of ≤ 1%</u>

English Learners		<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintai n an expulsi on rate of < 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>
Socioecon. Disadv./Low Income Students		<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintai n an expulsi on rate of < 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>
Foster Youth		*	*	*	*	*
Students with Disabilities		<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintai n an expulsi on rate of < 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>
African American Students		<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintai n an expulsi on rate of < 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintai n an expulsi on rate of < 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>	<u>Maintai n an expulsi on rate of < 1%</u>	<u>Maintain an expulsio n rate of ≤ 1%</u>

Outcome #3: Reduce chronic absenteeism.**Metric/Method for Measuring:** Chronic absenteeism rate.

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)		<i>Baseline</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>
English Learners		<i>Baseline</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>
Socioecon. Disadv./Low Income Students		<i>Baseline</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>
Foster Youth		*	*	*	*	*
Students with Disabilities		<i>Baseline</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>
African American Students		<i>Baseline</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>
American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		<i>Baseline</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		<i>Baseline</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>	<i>Prior Year - 1%</i>

Outcome #4: Maintain high average daily attendance (ADA) rate.**Metric/Method for Measuring:** ADA rates.

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)		≥ 96%	≥ 96%	≥ 96%	≥ 96%	≥ 96%
English Learners		≥ 96%	≥ 96%	≥ 96%	≥ 96%	≥ 96%
Socioecon. Disadv./Low Income Students		≥ 96%	≥ 96%	≥ 96%	≥ 96%	≥ 96%
Foster Youth		*	*	*	*	*
Students with Disabilities		≥ 96%	≥ 96%	≥ 96%	≥ 96%	≥ 96%
African American Students		≥ 96%	≥ 96%	≥ 96%	≥ 96%	≥ 96%

American Indian/Alaska Native Students		*	*	*	*	*
Asian Students		*	*	*	*	*
Filipino Students		*	*	*	*	*
Latino Students		≥ 96%	≥ 96%	≥ 96%	≥ 96%	≥ 96%
Native Hawaiian/Pacific Islander Students		*	*	*	*	*
Students of Two or More Races		*	*	*	*	*
White Students		≥ 96%	≥ 96%	≥ 96%	≥ 96%	≥ 96%
Outcome #5: Parents are satisfied with Scholarship Prep's climate. Metric/Method for Measuring: Parent % responding Agree or Strongly Agree with the annual survey prompt "My child's social and emotional needs are being met."						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		<i>Baseline</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>	<i>Prior Year + 2%</i>

Subgroups indicated with "*" are not projected to be numerically significant

Instructional Design

The educational model for curriculum and instruction at Scholarship Prep will be guided by our core values, the CCSS and all California State Standards, and our beliefs about how learning best occurs and by best practices researched in high performing schools that consistently produce well-educated students prepared to successfully enter and succeed in high school and college. As a college-preparatory school, it is vital that our curricular and instructional choices, including staffing, technology purchasing, schedule creation, and resource selection ensure that all students can and will succeed. Staff work collaboratively with the administrative team during professional development sessions and throughout the year to align instruction and assessment to the rigor of grade-level CCSS. Scholarship Prep's selection of highly rated curricula in both English Language Arts/Literacy and Mathematics, as well as other core subject areas, provide the foundational rigor necessary for said alignment to ensure an instructional design that maximizes student academic outcomes.

We will provide an environment that is structured around clear and consistent routines and procedures that structure the school day and individual classrooms on a daily basis. Students will be held to the highest expectations. There will be standard procedures consistent across every classroom and students will know what to expect every day they enter school. For example, all classrooms will have consistent homework policies, with homework assigned on a regular basis. We expect all of our students will be prepared for class every day, and we will explicitly teach students the materials they need to begin the school day and have ready for each class. All students will be warmly and individually greeted as they enter each classroom. From the very beginning of the school year, teachers will be able to teach in an environment that maximizes

learning. Throughout the school year, teachers will be observed and given feedback to ensure the systems and structures that support learning remain consistent.

Scholarship Prep teachers will individually, successfully, and fully implement the California State Standards, including the CCSS. Our long-term plan for successful standards instruction will include:

- implementing California State Standards, including the CCSS to drive instruction;
- targeted student interventions to aide in the mastery of grade-level standards;
- incorporating performance tasks to assess standards mastery in summative assessments;
- criteria for success at each stage of timeline;
- intensive teacher/instructional support needs identified and resources matched; and
- technology readiness plan.

Project-Based Learning

The key lever we will use to develop the proficiency of our targeted student population is Project-Based Learning (PBL). It has proven to be successful across different demographics and geographic areas, including our two existing schools. PBL is a teaching strategy that uses real-world learning activities to engage student interest and motivation. In PBL, students collaborate, problem-solve, make decisions along their journey, create something new, and present their work. Projects are designed to address essential questions or problems that represent experiences people encounter in the world outside a traditional classroom. Teachers are the facilitators of learning, guiding students through a structured project plan, incorporating multiple learning methods.

In order to fully maximize the effect of PBL, we will be intentional in our curricular and instruction choices. First, we have an executive team with familiarity with PBL both as classroom teachers and administrators. We identified the need for an instructional leader to head the instructional program and professional development. Scholarship Prep secured a Chief Academic Officer (CAO) with PBL experience and a track record of success in charter schools, having demonstrated student academic growth as a teacher and site administrator as measured by the state mandated assessments (previously California Standards Test and currently California Assessment of Student Performance and Progress) and third-party measures during the transition between state assessments (NWEA Measures of Academic Performance testing, including having been the Principal of the top performing K-8 public school in San Bernardino County. Additionally, the CAO's school was ranked #1 for all significant subgroups amongst District comparison schools in both CAASPP ELA/Literacy and Math (Hispanic or Latino, White, Black or African-American, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners).

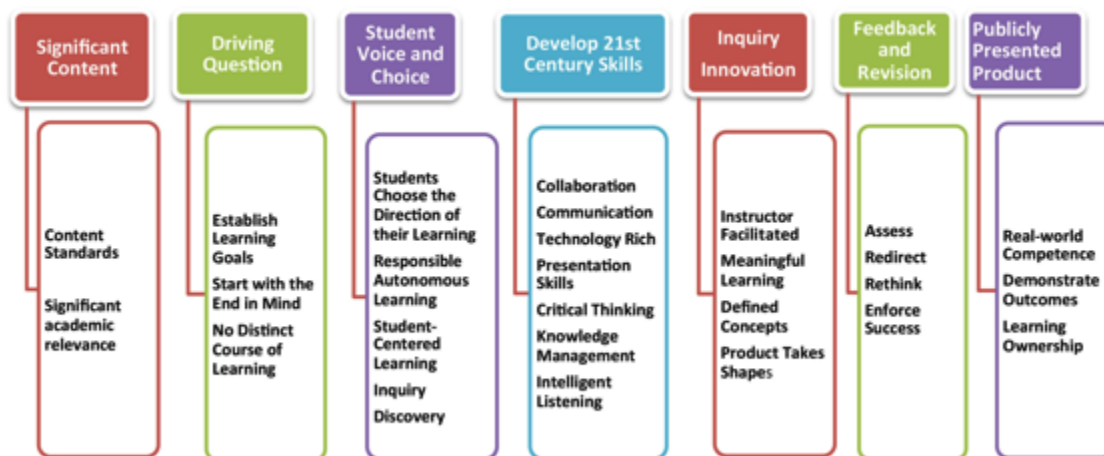
The experience of our entire executive team with PBL has proved invaluable when training site administrators, teachers, and even support staff. Secondly, when hiring we will mine candidate pools for the attributes and skills needed to succeed as a PBL

instructor – collaborative spirit, creativity, technological proficiency, willingness to be innovative, critical thinking, and a lifelong learner. Third, we will review and select core curriculum and support materials that align themselves with the rigorous, open-ended, and real-world applicable nature of PBL. Finally, we will provide extensive professional development, both internally and externally, to our staff on the implementation and refinement of PBL.

As a PBL school, Scholarship Prep teachers will mix learning technologies and interactions resulting in a socially supportive constructive learning experience starting in Transitional Kindergarten. Scholarship Prep will utilize digital content and instructional technology to create a unique classroom environment, which allows students to grow as independent learners while the teacher focuses on group and targeted, differentiated instruction. Students will have access to laptops or tablets to participate in projects and solution sessions that will fully utilize digital content and interactive tools, with a goal ratio of 1:1 devices in grades 2-8 and shared device access in grades TK - 1.

One of the goals of PBL is to engage students' deeper learning, asking them to grapple with concepts from many different perspectives. PBL is an effective vehicle to teach students 21st Century skills, like communication, collaboration, organization, time management, research, self-assessment, and reflection skills.

The cycle of inquiry in is a schematic for how to conceptualize PBL (figure below).



Project-Based Learning has been utilized for over 40 years in a variety of different disciplines. The Next Generation: Cells to Society Curriculum at the University of Virginia School of Medicine is a PBL approach that educates medical students using a blend of active, experiential learning activities. A number of comprehensive summaries of other research studies were conducted that provided a synthesis of the effects of PBL in comparison to traditional forms of instruction. A study by Johannes Strobel and Angela van Barneveld used a qualitative meta-analysis approach to compare and contrast assumptions and findings of the research on the effectiveness of PBL. Findings indicated that PBL was superior to traditional teaching approaches when it comes to long-term retention, skill development and satisfaction of students and teachers, while traditional

approaches were more effective for short-term retention as measured by standardized board exams.

Finally, Robert Grier and colleagues examined the effects of a reform initiative with multiple strategies, including PBL that focused on supporting standards-based science teaching in urban middle schools. Their effort was one part of a comprehensive reform initiative in the Detroit Public Schools, and was centered on highly specified and developed project-based inquiry science units supported by targeted faculty professional development and integration of technology. Two groups of 7th and 8th graders participating in the project units were compared with the remainder of the district population, using results from the high-stakes state standardized test in science. Both PBL groups showed increases in science content understanding and process skills over the control groups who used traditional curriculum and teaching methods, and significantly higher pass rates on the statewide test. The relative gains occur up to a year and a half after participation in the curriculum, and show little change within the second cohort when scaling occurred and the number of teachers involved increased. When the investigators looked at the results by gender they revealed that the curriculum effort succeeded in reducing the gender gap in achievement experienced by urban African-American boys.

Grier found increases in science content understanding and process skills for PBL groups over control groups who used traditional curriculum and teaching methods, and significantly higher pass rates on statewide tests. Data presented in the four studies summarized above provide sufficient evidence that students achieve high results on standardized tests and sustain a deeper understanding of content over the long-term using a PBL academic design.

Using the *Seven Essentials for Project-Based Learning* by John Larmer and John R. Mergendoller, our students will be involved in meaningful inquiry that will engage their minds. The Seven Essentials for Project-Based Learning that Scholarship Prep teachers will incorporate on a daily basis for all students is as follows:

1. A Need to Know

Teachers will powerfully activate students' need to know content by launching a project with an "entry event" that engages interest and initiates questioning. An entry event can be almost anything: a video, a lively discussion, a guest speaker, a field trip, or a piece of mock correspondence that sets up a scenario.

With a compelling student project, the reason for learning relevant material becomes clear: I need to know this to meet the challenge I've accepted.

2. An Essential Question

A good essential question captures the heart of the project in clear, compelling language, which gives students a sense of purpose and challenge. The question should be provocative, open-ended, complex, and linked to the core of what you want students to learn. It could be abstract (When is war justified?); concrete (Is our water safe to drink?); or focused on solving a problem (How can we improve this website so

that more young people will use it?). Teachers will begin each unit in every subject with an Essential Question. Time will be spent during professional development and in coaching sessions with the Principal and Chief Academic Officer to ensure that the essential questions are rigorous, purposeful, and standards-aligned.

3. Student Voice and Choice

This element of project-based learning is key. In terms of making a project feel meaningful to students, the more voice and choice, the better. Scholarship Prep teachers will design projects with the extent of student choice that fits their own style and students.

On the limited-choice end of the scale, learners can select what topic to study within a general driving question or choose how to design, create, and present products. As a middle ground, teachers might provide a limited menu of options for creative products to prevent students from becoming overwhelmed by choices. On the "the more, the better" end of the scale, students can decide what products they will create, what resources they will use, and how they will structure their time. Students could even choose a project's topic and driving question.

4. 21st Century Skills

A project should give students opportunities to build such 21st century skills as collaboration, communication, critical thinking, and the use of technology, which will serve them well in the workplace and life. This exposure to authentic skills meets the second criterion for meaningful work—an important purpose. A teacher in a project-based learning environment explicitly teaches and assesses these skills and provides frequent opportunities for students to assess themselves.

5. Sustained Inquiry

Students find project work more meaningful if they conduct real inquiry. In real inquiry, students follow a trail that begins with their own questions, leads to a search for resources and the discovery of answers, and often ultimately leads to generating new questions, testing ideas, and drawing their own conclusions. With real inquiry comes innovation—a new answer to a driving question, a new product, or an individually generated solution to a problem. To guide students in real inquiry, Scholarship Prep staff will refer students to the list of questions they generated after the entry event, and will coach them to add to this list as they discover new insights. The classroom culture should value questioning, hypothesizing, and openness to new ideas and perspectives.

6. Feedback and Revision

Formalizing a process for feedback and revision during a project makes learning meaningful because it emphasizes that creating high-quality products and performances is an important purpose of the endeavor. Students need to learn that most people's first attempts don't result in high quality and that revision is a frequent feature of real-world work.

In addition to providing direct feedback, Scholarship Prep teachers will coach students in using rubrics or other sets of criteria to critique one another's work. Teachers will

arrange for experts or adult mentors to provide feedback, which is especially meaningful to students because of the source.

7. Public Product

Schoolwork is more meaningful when it's not done only for the teacher or the test. When students present their work to a real audience, they care more about its quality. Once again, it's "the more, the better" when it comes to authenticity. Students might replicate the kinds of tasks done by professionals—but even better, they might create real products that people outside school use.

Scholarship Prep teachers will be trained through summer professional development, ongoing Professional Learning Communities, and external conferences to focus on the following "Big Ideas" that will guide them to understanding how to design curriculum and manage student inquiry:

Big Idea #1: Scholarship Prep teachers will be designers.

Teachers will learn to shift away from writing daily lesson plans and toward carefully mapping out long-range units.

PBL Connection: To meet the demands of the CCSS, teachers will work within a framework for designing units. In PBL, the project is the unit. It requires careful planning from start to finish. Teachers will be given explicit training and support from the Principal and Chief Academic Officer in unit creation, from the selection of the essential question to the ways in which student voice is included to the public product choices. Unit planning training will occur during designated professional development time before the school year begins and as needed during weekly minimum days and teacher coaching sessions.

Big Idea #2: Scholarship Prep teachers will facilitate inquiry.

Research and sustained inquiry are emphasized throughout the standards, but most prominently in the writing strand, because written analysis and presentation of findings are critical in both college and careers. To meet the demands of the CCSS, students must be able to build knowledge and expertise through careful reading of increasingly complex texts about the same topic of investigation.

PBL Connection: To meet Buck Institute for Education's (BIE) 8 Essential Elements of PBL, inquiry must be academically rigorous and position students to pose questions, gather and interpret data, ask further questions, and develop and evaluate solutions or build evidence for answers. Well-designed projects teach students how to be deep, analytical thinkers and require perseverance through the inquiry process.

Big Idea #3: Scholarship Prep teachers will set students up to dig deep, search for meaning, and craft reasoned arguments.

Common Core requires teachers to shift from promoting a "searching for the right answer" mentality to explicitly teaching students how to dive into texts and search for meaning. Students need ongoing access to inquiry experiences that build their

understanding of the world through text, and that explicitly teach them how to support arguments with evidence.

PBL Connection: Projects will be framed around compelling problems, issues or challenges that require critical thinking and prompt students to craft reasoned arguments in response to the driving question. Through balanced assessment in PBL, teachers will assess the critical thinking process as well as products, enabling students to self-assess their critical thinking skills.

Big Idea #4: Scholarship Prep teachers will create conditions in which students can learn how to persevere.

Perseverance is an underlying theme in the CCSS. To meet the standards, students need to put forth sustained effort through in-depth investigation of issues, building understanding of varying perspectives, reading complex texts, listening carefully, and sharing their reasoning.

PBL Connection: Students will be asked to demonstrate perseverance by analyzing and solving problems, and thinking critically in an in-depth and sustained way. Revision and reflection, one of BIE's 8 Essential Elements, requires PBL teachers to provide students with regular, structured opportunities to give and receive feedback about the quality of their work-in-progress, demonstrate perseverance, and polish their products until they successfully meet the established criteria for success.

Big Idea #5: Scholarship Prep teachers will integrate content and create relevance.

The CCSS require teachers to move away from teaching skills in isolation and toward the integration of reading, writing, speaking and listening, and language into long-term unit plans. Students will be able to see the relationship between standards as they transfer concepts and skills in the classroom to the world outside the classroom walls. Rather than learning in a decontextualized way, Common Core demands that students have ongoing experiences to learn about the world through reading, and that they understand the relevance of what is taught.

PBL Connection: Key culminating products will be complex in nature and enable students to demonstrate their understanding of a blend of concepts and skills. Well-crafted Driving Questions will be both understandable and inspiring to students, and provide a meaningful, authentic context for learning. Projects will be designed to motivate students to learn because they genuinely find the project's topic, Driving Question, and tasks to be relevant and meaningful. Entry events will be designed to powerfully engage students both emotionally and intellectually, making them feel invested in the project. This will provoke students to dive into inquiry and gives them a reason to read, write, listen and speak about the topic of investigation.

Big Idea #6: Scholarship Prep teachers will facilitate meaningful conversations.

The CCSS require a shift from teachers doing much of the talking to creating conditions in which students can engage in meaningful conversations in which they learn how to use evidence for claims, listen carefully, draw meaning and evaluate others' reasoning.

PBL Connection: Collaboration is a requirement in PBL and will be a requirement of students at Scholarship Prep. It is anticipated that when students work in project teams and interface with people beyond the classroom, they will have conversations about what they are learning, possible answers to the Driving Question, and how to create project products.

Curriculum and Instruction

Scholarship Prep will work diligently to help our students believe that college is a realistic and attainable goal for every student. Therefore, Scholarship Prep will establish a collegiate-inspired, CA CCSS-aligned curriculum beginning in transitional kindergarten.

Each of the instructional programs listed in the sections below will be analyzed for their alignment to the California State Standards and to the California Common Core Standards. Each program includes teaching approaches to differentiate instruction to meet the needs of English Learners and students with special needs, and to challenge identified Gifted and Talented students.

Curriculum materials selected for Scholarship Prep must have the following vital components:

- A clear and documented research base.
- Evidence of its usability and efficacy with a full range of students, including English language learners.
- In all materials, principles of reading acquisition are explained.
- Instructions to teachers and students are clear and concise.
- The relationship between tasks and the expected learning outcome is clear.

Curriculum, materials, and instructional activities will be selected through the input of the teachers on each grade level. Grade Level Facilitators will then bring the team's information to the Leadership Team comprised of representatives from each grade level who will finalize the decision with the administration. Guided reading texts will be selected based on common criteria, including the level of vocabulary used in the text, genre, cultural relevance, and appropriateness for students' reading levels. Selecting texts will be a collaborative effort made on the part of the Principal and teachers, and grade-level leaders.

Scholarship Prep retains the right to select appropriate research-based curricula that may include, but are not limited to, the following:

ELA/LITERACY

Wit and Wisdom (TK-8)

Wit and Wisdom is a rigorous, knowledge-rich literacy curriculum that supports all students in becoming strong readers, writers, and critical thinkers. It provides learning through curated literary and informational texts that build knowledge on rich topics in literature, history, science, and visual arts. *Wit and Wisdom* ensures high student engagement by productive struggles, challenging and supporting students at all levels. This productive struggle is achieved by providing multiple entry points to engage with content, including text, paintings, audio clips, and photographs that inspire students to participate and want to know more. *Wit and Wisdom* integrates reading, writing, speaking and listening, grammar, and vocabulary as well as interdisciplinary topics. Core practices and routines build upon each other both from unit to unit and from year to year, as standards build and students' knowledge grows.

MATHEMATICS

Eureka Math (TK-8)

According to Education Week, EdReports.org selected 20 math instructional series to review for common core alignment. Small teams of educators scored the digital and print texts on focus, coherence, rigor, and usability. In addition to individual grade-level ratings, EdReports.org gave summative ratings for each grade band (K-2, 3-5, and 6-8). Eureka Math was the only program that met the expectations for alignment to the Common Core State Standards at every grade level reviewed (see graph on the page below).

We will use an age and developmentally appropriate modified version of the Kindergarten math curriculum in the Transitional Kindergarten classes as TK is the first year of a two-year kindergarten program. Our TK program will be aligned to the California Preschool Learning Foundations developed by the CDE. The Chief Academic Officer and Principal will provide training to teachers on modifying the curriculum to fit the Preschool Learning Foundations and needs of the students during designated professional development time before the school year begins and as needed during weekly minimum days and teacher coaching sessions.

Eureka Math offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics.

Eureka Math includes the following:

- Scaffolding hints to help teachers support Response to Intervention (RTI).
- Professional development so teachers can study the curriculum and learn how to make the most of the material.
- Consistent lesson rhythms for Grades TK–5, allowing teachers to focus energy on engaging students in the mathematical story.
- Convenient interactivity to permit progressions-based search functionality for easy navigation between standards and related lessons, linking all lessons in a

particular standards strand or mathematical progression, and learning trajectory. This functionality also helps teachers identify and remediate gaps in prerequisite knowledge, implement RTI tiers, and provide support for students at a variety of levels.

KEY: ■ meets criteria for alignment to common core ■ partially meets criteria ■ does not meet criteria □ not rated

	K	Grade 1	Grade 2	Grades K-2	Grade 3	Grade 4	Grade 5	Grades 3-5	Grade 6	Grade 7	Grade 8	Grades 6-8
AGILE MIND												
Common Core Middle School Mathematics									■	■	■	■
BIG IDEAS LEARNING												
Big Ideas Math									■	■	■	■
EDGENUITY, INC.												
Edgenuity									■	■	■	■
GREAT MINDS												
Eureka Math	■	■	■	■	■	■	■	■	■	■	■	■
HOUGHTON MIFFLIN HARCOURT												
Go Math	■	■	■	■	■	■	■	■	■	■	■	■
Holt McDougal Math									■	■	■	■
Math Expressions		■	■									
Math in Focus											■	■
Saxon Math												
KENDALL HUNT												
Math Trailblazers												
MCGRAW-HILL												
My Math	■	■	■	■	■	■	■	■				
PEARSON												
Connected Math Programs									■	■	■	■
Digits									■	■	■	■
Investigations in Number, Data & Space												
Prentice Hall Math												
TPS PUBLISHING, INC.												
Creative Core Curriculum for Mathematics with STEM, Literacy & Art												

SCIENCE

Scholarship Prep will continue to analyze publishers for their alignment to Next Generation Science Standards (NGSS). Until a more comprehensive selection of NGSS-aligned and approved curriculum is available, Scholarship Prep may use the following curricula:

Houghton Mifflin: ScienceFusion (TK-8)

ScienceFusion is a state-of-the-art science program designed for building inquiry and STEM skills and optimized for learning in the classroom or at home, on a laptop, tablet, or using a science textbook. The digital curriculum, virtual labs, hands-on activities, and write-in science textbook develop important critical-thinking skills that prepare students for success in future science courses and in the workplace.

The STEM program in *ScienceFusion* provides real-world challenges, hands-on activities, and Video-based Projects that develop important critical-thinking skills that will prepare students for success in the workplace and in life.

ScienceFusion Write-in Student Editions promote a student-centered approach for:

- Learning science concepts and vocabulary
- Incorporating math and writing in each science lesson
- Incorporating graphic organizers for summary and organization
- Active reading with features to teach students how to analyze and interact with content

The *ScienceFusion* lab program contains hands-on activities and virtual labs for every lesson or every day of the week, ideal for Scholarship Prep's PBL focused-instructional program. Inquiry lessons (Grades K–5) and labs (Grades 6–8) can be modified to provide three levels of inquiry: directed inquiry, guided inquiry, and independent inquiry.

We will use an age and developmentally appropriate modified version of the Kindergarten science curriculum in the Transitional Kindergarten classes as TK is the first year of a two-year kindergarten program. Our TK program will be aligned to the [California Preschool Learning Foundations](#) developed by the CDE. The Chief Academic Officer and Principal will provide training to teachers on modifying the curriculum to fit the Preschool Learning Foundations and needs of the students during designated professional development time before the school year begins and as needed during weekly minimum days and teacher coaching sessions.

HISTORY/SOCIAL STUDIES

Social Studies Weekly (TK-6)

Social Studies Weekly applies a balanced literacy approach to education and addresses the California content standards for History-Social Science. The combination of printed weekly units and web-based primary source media, audio reader and other features creates a high level of student engagement. Each weekly lesson framework includes rigorous and relevant assessment, word study, writing prompts, reading (modeled, shared, guided, and independent), and challenge activities. Students explore concepts, build knowledge, and transfer what they have learned beyond the classroom leading to deeper and lasting comprehension and understanding.

We will use an age and developmentally appropriate modified version of the Kindergarten history-social science curriculum in the Transitional Kindergarten classes as TK is the first year of a two-year kindergarten program. Our TK program will be aligned to the California Preschool Learning Foundations developed by the CDE. The Chief Academic Officer and Principal will provide training to teachers on modifying the curriculum to fit the Preschool Learning Foundations and needs of the students during designated professional development time before the school year begins and as needed during weekly minimum days and teacher coaching sessions.

Alexandria Plan (6-8)

To address the California History-Social Science Standards, Scholarship Prep may utilize the Alexandria Plan. This is a sequenced framework that provides 72 detailed illustrations (36 each for lower and upper elementary) of how to use exemplar texts to meet the expectations of the CCSS *and* to address California's social studies standards. The Plan includes:

- Era Summaries — a brief history of the key ideas, individuals, and events that defined an era of United States or world history.
- Learning Expectations — a description of what aspect or portion of the history of a particular era is appropriate for students in a given grade span.
- Suggested Anchor Texts — a curated list of texts, appropriate for each grade span that can be used to teach essential knowledge identified in the Learning Expectations. Each quality narrative nonfiction or informational text is rich in historical content and unbiased in its presentation of history.
- Text Studies — in-depth guides demonstrating how to utilize an exemplar anchor text in the classroom. These studies include:
 - a rationale for the selection of the featured anchor text
 - a set of text-dependent questions that guide students through a close reading of the text
 - sample student answers that demonstrate successful use of textual evidence to answer the questions
 - analysis indicating how each text-dependent question, assessment, and extension aligns to the CCSS
- Assessments — exemplar tasks in which students demonstrate their abilities to write, speak, and/or conduct research around key ideas, events, and people in the featured anchor text.
- More Resources—a curated list of primary sources by grade span, historical fiction, works of art, and multimedia resources related to the topic of the featured anchor text.

Supplemental Materials

Scholarship Prep teachers will follow the basic guidelines of the instructional programs' scope and sequencing, but will supplement and reorganize the curriculum as needed to align with the state and Common Core standards and to meet the needs of their students based upon assessment information. While the units of study provide a structure, the aforementioned standards will guide the decision-making and instruction. For example, the teachers may elect to introduce a standard earlier in the year than it is introduced in a particular textbook or curriculum, in order to ensure the students have more time to master the standard.

Scholarship Prep will further enhance the programs by aligning and supplementing the curriculum based on assessment data and innovative strategies. Scholarship Prep may utilize supplementary curricular materials for the core content areas that have been selected based on an analysis of their alignment with California State Standards, the available assessment and universal access resources that accompany each program,

and their fit with the Charter School's instructional philosophy of an academically rigorous curriculum.

To ensure the rigor of the instructional curriculum effectively aligns with grade level standards, Scholarship Prep will utilize Lexile Counts as an analysis tool for text-based curriculum and supplementary materials, as appropriate.

All final decisions about curriculum and materials will be made by a collaborative curriculum committee utilizing a thorough and timely curriculum review process.

Scholarship Prep's supplemental materials and/or resources may include the following:

English Language Arts	Freckle Raz Kids Newsela Nancy Fetzner Literacy Connections
Math	MIND STMath Zearn Freckle Cognitively Guided Instruction
Science	Mystery Science Freckle
Social Studies	Newsela The Document Based Question (DBQ) Project
Athletics	Aspen Institute Handbook: <u><i>Sport for All, Play for Life: A Playbook to Get Every Kid in the Game</i></u>
Mandarin	<i>Better Chinese</i> (Student readers, audio CDs)
Spanish	<i>Spanish For You!</i> (Student readers, worksheets, assessments)
PBL Supplements	The Buck Institute for Education (BIE) Project Foundry

Educational Philosophy – Program Imperatives

The link between **academics** and the **arts**, such as math and music, and their contribution to student achievement, has been well documented. With the inclusion of the third “A”, **athletics**, Scholarship Prep will provide a unique approach to identifying the strengths and interests in all our students, called **Program Imperatives**, while guiding them towards the potential of a college scholarship.

ACADEMICS

At Scholarship Prep, we believe that all children have inherent talent, and through encouragement and education, can and will achieve.

The following key elements, described below, comprise Scholarship Prep's approach to **academic** instruction:

1. *Research-Based Strategies;*
2. *Standards-Based Instruction through Backwards Design;*
3. *Icons of Depth and Complexity; and*
4. *Bloom's Revised Taxonomy.*

Instructional Methodology: Research-Based Strategies

Scholarship Prep incorporates the research-based strategies that are outlined in the book *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock. The authors have examined decades of research to determine which teaching strategies, or "best practices," have positive effects on student learning. These strategies are not new, but when teachers use these strategies effectively with their students, the outcome is a measurable difference in student achievement.

Teachers use these strategies when planning a unit:

- At the beginning of the unit, strategies for setting learning goals are included;
- During a unit, strategies for monitoring progress toward learning goals, for introducing new knowledge, and for practicing, reviewing, and applying knowledge are included; and
- At the end of a unit, strategies for helping students determine how well they have achieved their goals are utilized.

Scholarship Prep will devote ample time during summer professional development for teachers to plan out the essential questions, student voice options, and public product choices for each unit. The efficacy of unit plans will be addressed on an ongoing basis through coaching protocols as well as weekly professional development and staff meetings. Additionally, grade level meetings will be planned multiple times a year to allow for teachers to work with their peers teaching the same or similar grade levels at the other Scholarship Prep campuses.

BEST PRACTICES:

Identifying Similarities and Differences

Students are given guidance in identifying similarities and differences. They represent these similarities and differences in graphic or symbolic form.

Summarizing and Note-Taking

In order to summarize information, students must delete some information, substitute some information, and keep some information. To effectively do this, students must analyze the information at a fairly deep level. Verbatim note taking is the least effective way to take notes. Notes should be considered a work in progress and used as study guides for tests.

Reinforcing Effort and Providing Recognition

Teachers explain and exemplify the importance of believing in effort. Demonstrating that added effort will pay off in terms of enhanced achievement actually increases student achievement. Reward is most effective when it is contingent on the attainment of some standard of performance. Abstract symbolic recognition is more effective than tangible rewards.

Homework and Practice

Our staff articulates the purpose of homework and our school-wide homework policy to all students and parents. Homework assignments are an extension of the California State Standard(s) taught during a given lesson. Homework is designed to reinforce, assess and promote mastery. Providing feedback on homework serves to enhance student progress.

Nonlinguistic Representations

The "dual-coding" theory of information storage postulates that knowledge is stored in two forms—linguistic (words) and imagery (mental pictures). Teachers guide students in creating nonlinguistic representations because such engagement stimulates and increases activity in the brain. Such activities include creating graphic organizers, making physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activity.

Cooperative Learning

There are five defining elements of cooperative learning. They are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing. Cooperative learning groups are formed consistently and systematically, but not overused. Organizing groups based on ability levels is done sparingly and groups are kept small.

Setting Objectives and Providing Feedback

Goal setting is the process of establishing a direction for learning. It is a skill that successful people have mastered to help them realize both short-term and long-term achievements. Effective instructional objectives contain three defining characteristics: An objective always says what a learner is expected to be able to do and sometimes describes the product, an objective always describes the important conditions under which the performance is to occur, and the objective describes the criterion of acceptable performance by describing how well the learner must perform in order to be considered acceptable. Providing feedback is one of the simplest prescriptions for improving education. Feedback should be "corrective" in nature, timely, and specific to a criterion. Staff guides students to personalize goals given by the teacher, and

teach students how to effectively provide some of their own feedback. For example, students might keep a chart of their accuracy, their speed, or both while learning a new skill.

Generating and Testing Hypotheses

While hypotheses can be approached inductively or deductively, generally speaking, deductive approaches reproduce better results. Teachers ask students to clearly explain their hypotheses and their conclusions. Teachers use a variety of structured tasks to guide students through generating and testing hypotheses including systems analysis, problem solving, historical investigation, invention, and decision-making.

Cues, Questions, and Advance Organizers

Cues and questions are ways that a classroom teacher helps students use what they already know about a topic. They focus on what is important as opposed to what is unusual. Questions that require students to analyze information produce more learning than questions that simply require students to recall or recognize information. Waiting briefly before accepting responses from students has the effect of increasing the depth of students' answers. Questions are effective learning tools even when asked before a learning experience. Advanced organizers provide students with a way of organizing information within a learning experience. Teachers describe the new content to which students are to be exposed or present information to students in story format. Skimming information before reading is a type of advanced organizer that staff uses to facilitate student learning.

Instructional Methodology: Standards-Based Instruction through Backwards Design

In all content areas, Scholarship Prep's pacing plan is developed based on a systematic prioritization and clustering of the adopted California State Standards. When planning a unit of study, teachers look at their own grade level or course standards, in addition to the standards of the grades or subjects above and below them. Thus, Scholarship Prep ensures true depth of understanding rather than just providing minimally required coverage of topics.

Specifically, faculty is trained to: (1) design standards-based instruction (using the principles of backwards design, below); (2) align appropriate assessments to the standards; (3) implement instructional activities that are aligned to standards and reflect research-based best practices, including strategies detailed in *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (Marzano, Pickering, and Pollock); and (4) analyze student achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley indicating that these strategies have proven to be successful in closing the achievement gap between higher and lower economically disadvantaged students, as well as our target population.

Backwards Design, an instructional design method with a strong research base originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe, is currently being employed in reform efforts across the nation. 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. There are four distinct stages to the backwards design process that Scholarship Prep will use:

Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators apply specific tools necessary to “unpack” and prioritize content standards. Specifically, teachers:

- Understand the three steps of the backwards design process (identifying desired results, designing and aligning assessments to those results, and differentiating instruction to meet the needs of all learners); and
- Apply a concrete process for analyzing standards which helps them internalize the standards as well as determine the following information:
 - Level of thinking (based on Bloom's Taxonomy) required by students to reach mastery of the standard (this is tied to creating assessments);
 - Percentage of questions from the California Assessment of Student Performance and Progress test (CAASPP) or annual statewide assessments that relate to each strand of the standards (this is tied to creating assessments); and
 - 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 them (this is tied to creating assessments for units as well as individual lessons within the unit).

Stage 2: Aligning Assessments (Formative and Summative) to Content Standards

Teachers design effective assessments that are aligned to standards and provide an accurate measure of a student's ability to engage in the level of thinking that is required by each standard. Specifically, teachers:

- Identify four overarching 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
- Establish and articulate clear criteria for reaching proficient performance on standards.

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

Teachers design innovative instructional strategies 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 Learners and students with special needs);
- Using a variety of assessment results to assist in creating standards-based lesson plans;

- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests, and learning profiles; and
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, and Tomlinson).

Sample instructional strategies include:

- Collaborative investigations and demonstrations;
- Mini-lessons that address specific skills within the context of larger projects;
- giving guidance and adequate time to self-reflect and self-assess;
- Authentic assessments;
- Phonics skills assessment;
- Mathematics assessment given to students at the beginning of the year, mid-year, and the end of the year to measure growth;
- Writing prompts;
- End of chapter tests;
- Quizzes;
- Teacher-made assessments;
- Direct instruction;
- Research-based projects;
- Cooperative group work and projects;
- Inter-disciplinary approaches to curriculum;
- The presentation of clearly defined "Learning Targets" for all students by all teachers;
- Rubric self-assessment;
- The involvement of community members and educational partners in instructional presentation;
- Mentoring program; and
- Peer study groups.

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers analyze achievement outcomes by:

- Using Professional Learning Communities to collaborate on lesson planning and delivery;
- Examining student work; and
- 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 materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use this process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels and/or subjects at Scholarship Prep. Specifically, all teachers are charged with the responsibility of meeting no less than weekly, as a grade-level or departments, to engage in lesson study, the examination of student work, and individual student concerns in order to determine the appropriate course of action regarding student academic success.

Instructional Methodology: Icons of Depth and Complexity

Since the vision of Scholarship Prep states that all students have innate talent that must be fostered, the staff uses teaching strategies for all students that are typically designed for differentiating the curriculum for Gifted students. Gifted strategies provide a challenging learning environment for all students, incorporating depth and complexity, novelty, and/or compacting of the curriculum for grade level State Standards.

The Depth and Complexity Icons (see below) are visual prompts designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools help students dig deeper into a concept (depth) and understand that concept with greater complexity.

Depth & Complexity Icon Chart

Depth	Icon	Definition	Example	Writing	Key Questions	Thinking Skills
Language of the Discipline		What vocabulary terms are specific to the content or discipline?	Tools Jargon Icons Acronyms Special phrases Terms Slang Abbreviations	What are its attributes? What features characterize this? What specific elements define this? What distinguishes this from other things?	What terms or words are specific to the work of? What tools does the _____ use?	Categorize Identify
Details		What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.	Parts Factors Attributes Variables Distinguishing Traits	Describe it: (physically, using the 5 senses, if applicable) How would you describe this issue/topic? If it's a concept, think "out of the box" and gives it a color, taste, smell, etc.	What are its attributes? What features characterize this? What specific elements define this? What distinguishes this from other things?	Identify traits Describe Differentiate Compare/contrast Prove with evidence Observe
Patterns		What elements reoccur? What is the sequence or order of events? Make predictions based on past events.	Predictability Repetition	Expository writing: Create (planning), Remembering (listing, describing, naming) Understanding (categorizing, explaining) Analyzing (How are the components organized?)	What are the reoccurring events? What elements, events, ideas, are repeated over time? What was the order of events? How can we predict what will come next?	Determine relevant versus irrelevant Summarize Make analogies Discriminate between same & different Relate
Unanswered Questions		What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?	Missing Parts Incomplete Ideas Discrepancies Unresolved Issues Ambiguity	What do people who work in this discipline still need to find out? What don't they know?	What do experts in the field still not understand about this area/topic/study/discipline? What is yet unknown about this area/topic/study/discipline? In what ways is the information incomplete or lacking in explanation?	Prioritize Determine cause and effect Predict Relate Formulate questions Hypothesize
Rules		What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work?	Structure Order Reasons... "Because..." Organization Explanation Classification	Analyze it-How is this used, in real life or metaphorical? How does it help you understand other topics/issues? Who uses it? Who doesn't use it but should? Who needs it understand it well?	How is this structured? What are the stated and unstated causes related to the description or explanation of what we are studying?	Generalize Predict Judge credibility
Trends		Note factors (Social, Economic, Political, scientific, Artistic, Geographic) that cause events to occur. Identify patterns of change	Influence Forces Direction Course of Action Compare, Contrast and Forecast	Compare-What is this similar to? Different from? What does it remind you of?	What ongoing factors have influenced this study? What factors have contributed to this study?	Judge with criteria Determine bias
Ethics		What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?	Values Morals Pro and Con Bias Discrimination Prejudice Judging Differing Opinions Point of View Right and Wrong Wisdom	Argue for/against: Why would you support this? Why would you argue against it? Who should be in favor of it? Who should be against it? Why?	What dilemmas or controversies are involved in this? What area/topic/study/discipline? What elements can be identified that reflect bias, prejudice, discrimination?	- Recognize fallacies - Note ambiguity - Distinguish fact from fiction & opinion - Formulate questions - Problem solve - Identify missing information - Test assumptions
Big Ideas		What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea?	Draw conclusions based on evidence Make generalizations Summarize Theory Principle	List the most important ideas about this discipline.	What overarching statement best describes what is being studied? What general statement includes what is being studied?	Support with evidence Generalize Identify the main idea
Complexity	Icon	Definition	Example	Writing	Key Questions	Resources
Across the Disciplines		Relate the area of study to other subjects within, between, and across disciplines.	Connect Associate Integrate Link Ideas Cross-Curricular study	Associate it- What does this remind you of? Does the topic connect to other issues/subjects? Do you have memories or experiences related to it that it makes you think of?	Apply it (tell how it can be used)— How does it help you understand other subjects, branches of learning, fields of study, professions, jobs?	
Changes over Time		How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?	Connecting points in time Examining a time period Compare and Contrast	Make a time-line of the important events in this discipline.	How are the ideas related between the past, present, future? How are these ideas related within or during a particular time period? How has time affected the information? How and why do things change or remain the same?	Time lines Text Biographies Autobiographies Historical documents
Different Perspectives		How would others see the situation differently?	Different roles and knowledge Opposing viewpoints	Apply it- How is this used, in real life or metaphorically? How does it help you understand other topics/issues? Who uses it? Who doesn't use it but should? Who needs to understand it well?	What are the opposing viewpoints? How do different people and characters see this event or situation?	Biographies Autobiographies Mythologies, Legends vs. nonfiction accounts Debates

Based upon the work of Sandra Kaplan, adapted by Jere Fitterman 2008

Teachers must respond to the diversity of their students' needs, interests, and readiness levels. With that in mind, Winebrenner (2001) in her book, *Teaching Gifted Kids in the Regular Classroom*, encourages teachers to recognize that students are at different levels in their learning and need constant opportunities to work at those various levels. Furthermore, Winebrenner stresses that gifted students require regular opportunities to become engaged with learning activities that require more depth and complexity.

To differentiate a lesson for gifted students, teachers must modify:

- Content (modify according to depth and complexity)
- Process

- Grouping (individuals, pairs, small groups, heterogeneous, homogeneous)
- Instruction (vary teaching methods; use inductive, deductive, or hands-on strategies; alter pace; utilize compacting: for instance, in a lesson, consider pretesting, graphic organizers, demonstrating relevance, adding an intriguing twist)
- Products (many, varied, authentic, and representative of the real work of the discipline)

Sandra Kaplan (2001), associate professor of learning and instruction at the University of Southern California, suggests that teachers guide gifted students into greater depth and complexity by implementing the following dimensions of depth and complexity.

DIMENSIONS OF DEPTH

For Kaplan (2001), depth is a deep understanding of the content of the field of study. It is achieved when students can understand the specialized language of the discipline; learn as many details as possible; understand the patterns; are aware of trends and rules; understand the ethics involved; know the big ideas, principles, and generalizations; and look for unanswered questions.

Depth

- Refers to approaching or studying something from the concrete to the abstract, from the known to the unknown.
- Requires students to examine topics by determining the facts, concepts, generalization(s), principles and theories related to them.
- Necessitates uncovering more details and new knowledge related to a topic of study.
- Encourages students to adopt perspectives and to see patterns in connections.

Depth involves exploring a discipline by looking below the facts and investigating generalizations, principles, and universal concepts.

Depth has the following major dimensions:

- **Language of the Disciplines:** specialized vocabulary, names of skills or tasks, tools used
- **Details:** attributes, parts, factors, variables
- **Patterns:** repetition, predictability
- **Trends:** Influences, forces, direction
- **Rules:** structure, order, hierarchy, explanation
- **Ethics:** points of view, different opinions, judging
- **Big Idea:** generalizations, principles, theories
- **Unanswered Questions:** discrepancies, missing parts, unclear ideas, incomplete ideas

Language of the Discipline

Students identify terms or words that are specific to a subject or discipline and recognize how professionals in the field talk to one another (i.e., appropriate terminology).

Details

Students are instructed to note the attributes, traits, or characteristics of an idea or event.

Patterns

Students are instructed to identify recurring events, to recognize that patterns repeat themselves, and to use patterns to predict.

Trends

Students identify factors or events (social, political, economic, and geographic) that cause events to occur or happen and identify influences or forces.

Unanswered Questions

Students are instructed to question what is still not known or understood, to identify what is still unclear, to find discrepancies, to determine if any conclusions need further investigation, evidence or support.

Rules

Students are instructed to define how the topic is structured and to define the orders, laws, norms, and formulas followed.

Ethics

Students are instructed to identify any dilemmas or controversies of the idea or event and to determine the elements that reflect bias, prejudice, or discrimination.

Big Ideas

Students determine the overarching statement (e.g., generalization, principal or theory) that best summarizes what is being studied.

DIMENSIONS OF COMPLEXITY

Kaplan (2001) defines complexity as scholarly insights into the connections across time, people and disciplines. Complexity is demonstrated in the students' ability to make connections over time, look for elements from several perspectives, and make interdisciplinary connections.

Complexity

- Includes making relationships, connecting other concepts, and layering.
- Why/how approach that connects and bridges to other disciplines to enhance the meaning of a unit of study.

Complexity encourages students to

- Relate concepts and ideas at a more sophisticated level
- See associations among diverse subjects, topics or levels
- Find multiple solutions from multiple points of view

Complexity involves the ability to see relationships between and among ideas in and within a discipline. Complexity has three major dimensions:

- Relationships Over Time: relationships between the past, present and future, and within a time period
- Relationships From Different Points of View: multiple perspectives, opposing viewpoints, differing roles and knowledge
- Interdisciplinary Relationships: with, between and across the disciplines

Relationships Over Time

Students describe how the passage of time changes the idea or event and examines the origin, the present, and the future.

Relationships From Different Points of View

Students are instructed to investigate the opposing points of view, roles, status, or values and to examine the event from the perspective of different disciplinarians (e.g., anthropologist, economist, sociologist, artist) in order to gain in-depth knowledge of an issue by knowing it from both sides.

Interdisciplinary Relationships

Students explore the topic across two or more academic disciplines by formulating questions, identifying similarities (common elements) and differences of the disciplines.

DEPTH AND COMPLEXITY

An essential part of differentiating the curriculum through the dimensions of depth and complexity is utilizing the key questions and thinking skills associated with these dimensions, which provide teachers with a frame of reference and encourage them to use these strategies consistently. They provide a common vocabulary for teachers and students.

Use the dimensions within classroom lessons:

- Say "Look for (appropriate dimension) in our lesson today on (content area)."
- Use the Big Idea to summarize or end lessons.
- Label the classroom's daily agenda and lesson plans with the dimensions reviewed.
- Have students identify and label all work with the appropriate dimensions of depth and complexity.
- Label all classroom work and charts with the dimensions.
- Post a listing of the dimensions clearly in the classroom.

These ideas encourage the integration of the dimensions of depth and complexity into discussions and shows students that the teacher values the icons as learning tools. Teachers are not teaching the icons, but rather they are teaching concepts to new levels of depth and complexity using pictures to stand for the thinking strategies.

Connecting Depth and Complexity to Higher Order Thinking Skills

The areas below serve as thinking keys to activate the type of higher order thinking skill that will occur within the dimensions of depth and complexity.

Keys to Activate Deeper Learning (Depth):

- **Language of the Discipline:** categorize, identify
- **Details:** describe, differentiate
- **Patterns:** summarize, make analogies
- **Trends:** prioritize, predict
- **Rules:** judge credibility, hypothesize
- **Ethics:** judge with criteria, determine bias
- **Big Idea:** prove with evidence, identify main idea
- **Unanswered Questions:** note ambiguity, distinguish fact from fiction

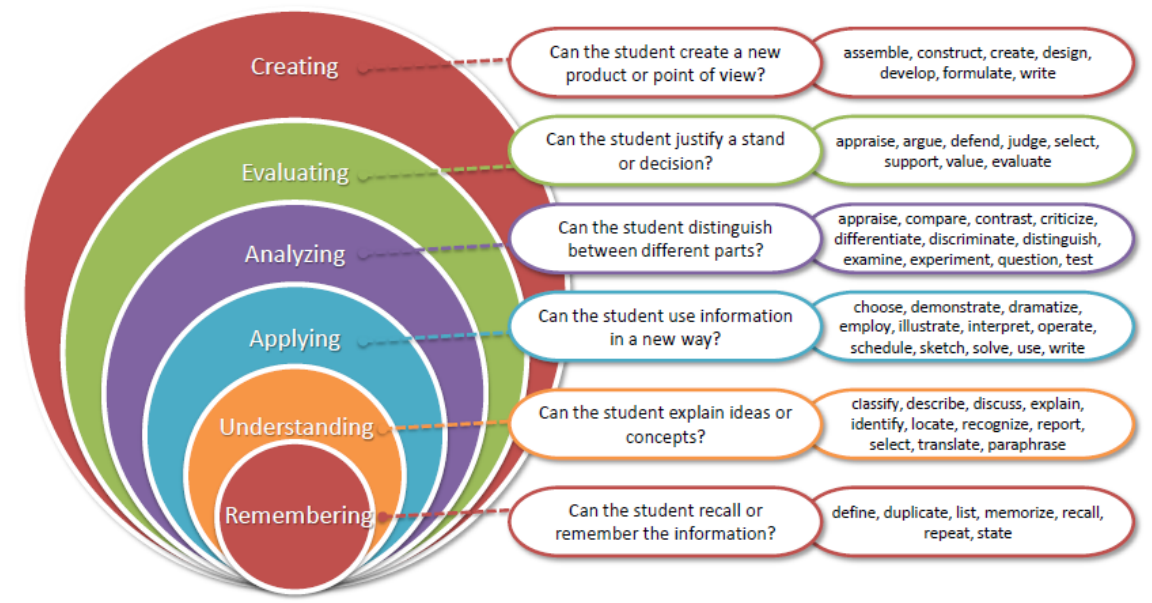
Keys to Activate Complex Learning (Complexity):

- **Different Points of View:** argue, determine bias, classify
- **Relationships Over Time:** relate, sequence, order
- **Relationships Across Discipline:** compare and contrast, show relationship

Instructional Methodology: Revised Bloom's Taxonomy

Scholarship Prep will incorporate the Revised Bloom's Taxonomy into lesson design and assessment formulation. Asking students to think at higher levels, beyond simple recall, is an excellent way to stimulate students' thought processes. According to the Revised Bloom's Taxonomy, human thinking skills can be broken down into the following six categories.

Bloom's Taxonomy (Revised)



ATHLETICS

At Scholarship Prep, academics will be the #1 priority. However, the ability to pursue athletic endeavors in order to be positioned to utilize a widely used pathway to, one day earn a college scholarship is an essential imperative. Therefore, we expect our students to:

- Maintain a healthy body
- Understand proper nutrition and the physiological benefits of exercise/fitness
- Practice to increase proficiency in athletic endeavors

The connection between physical activity and academic performance is clear. Scholarship Prep will utilize the latest in research applied to athletics and academics to accentuate student performance both in and out of the classroom.

Research

In fact, the brain's frontal lobe, thought to play a role in cognitive control, keeps growing throughout the school years, according to researcher Charles Hillman. In a 2007 study published in the *Journal of Sport & Exercise Psychology*, Hillman put 259 Illinois third graders and fifth graders through standard physical education routines such as push-ups and a timed run, and he measured their body mass. Then he checked their physical results against their math and reading scores on the Illinois Standards Achievement Test.

According to Hillman, there was a relationship to academic performance. Moreover, the more physical tests the students passed, the better they scored on the achievement test. The effects appeared regardless of gender and socioeconomic differences. Therefore, regardless of his or her race or family income, the fitness of a child's body and mind are tightly linked.

In another study published in 2007 in the *Research Quarterly for Exercise and Sport*, researchers found that children ages 7-11 who exercised for 40 minutes daily after school had greater academic improvement than same-aged kids who worked out for just 20 minutes.

According to John J. Ratey, clinical associate professor of psychiatry at Harvard Medical School and the author of *Spark: The Revolutionary New Science of Exercise and the Brain*, memory retention and learning functions are all about brain cells actually changing, growing, and working better together.

According to a study by The Aspen Institute's Project Play regarding sport participation among underserved American youth, several significant participation and activity gaps exist between wealthy and poor, Whites and racial minorities, boys and girls, and able-bodied and disabled youth.

More specifically, the available data suggests that now more than ever, it takes significant resources such as time, access, and money to develop as an athlete and be fully engaged in organized sport activities. This reality eliminates or limits access to quality sports opportunities for millions of American kids in low-income families. Boys continue to have much greater access to sport opportunities than girls across all grade levels. Boys are also much more likely to achieve recommended physical activity levels than their girl counterparts. Hispanic/Latino children are much less likely to be physically active than White children, and sport participation rates for White kids exceed that of African-Americans, Hispanics/Latinos, and Asian kids. Furthermore, data on other historically marginalized groups such as Native American children are not even reported in governmentally funded studies that track physical activity in youth.

Disabled youth have achieved a great deal of access and opportunity for sport at several levels, especially physical education at school. However, opportunities to play sports for youth athletes with disabilities are exceptionally scarce at almost all of America's publicly funded schools.

Scholarship Prep intends to reduce the participation gap by providing opportunities to participate in athletic endeavors during the school day at no cost, thereby eliminating the majority of barriers preventing participation in sport for underserved youth.

Benefits

Regular physical activity benefits youth in many ways, including helping build and maintain healthy bones, muscles, and joints; helping control weight and reduce fat; and preventing or delaying the development of high blood pressure⁴.

Childhood sports participation is a significant predictor of young adults' participation in sports and physical fitness activities. Adolescents who play sports are eight times as likely to be active at age 24 as adolescents who do not play sports⁵.

Intellectual/Educational Benefits

Physical activity is associated with improved academic achievement, including grades and standardized test scores. Further, such activity can affect cognitive skills, attitudes and academic behavior, including enhanced concentration, attention, and improved classroom behavior.

High school athletes are more likely than non-athletes to attend college and get degrees; team captains, MVPs achieve in school at even higher rates⁶. Participation in sports has become a key pathway for, particularly, Latino and African-American youth to go to college.

Social/Personal/Career Benefits

A number of studies provide support for the premise that physical activity, and sports in particular, can positively affect aspects of personal development among young people, such as self-esteem, goal-setting, and leadership. However, evidence indicates that the quality of coaching is a key factor in maximizing positive effects (GAO, 2012).

Compared to non-athlete peers, female high school athletes are less likely to be sexually active, to use drugs, and to suffer from depression.⁷ The benefits extend to the workplace. A survey of 400 female corporate executives found 94 percent played a sport and that 61 percent say that has contributed to their career success.⁸

We believe student involvement in healthy choices, including nutrition that support the physical, social, and emotional needs of each student, must take place to address these areas.

California FitnessGram Preparation

The Scholarship Prep athletics program will allow for regular physical fitness activities that prepare students to pass the state-designated physical fitness test, the *California FitnessGram*. The Charter School's athletic coaches oversee the testing and will prepare exercises and routines that develop both sport-specific skills and the physical fitness

⁴ GAO, 2012

⁵ Sports Participation as Predictors of Participation in Sports and Physical Fitness Activities in Young Adulthood, Perkins, 2004

⁶ US Dept. of Education, 2005

⁷ Women's Sports Foundation, 2004

⁸ EY Women Athletes Business Network/espnW, 2014

attributes needed to be in the healthy fitness zone of any and all tested areas, including abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility.

Challenges

Cost

Today, the evolving and complex youth sport system in the U.S. necessitates significant resources to develop an athlete and play competitive sports⁹. The barriers to participation emerge early, with the rise of grade school travel teams and elite sport training options that are not accessible to many lower-income kids. While only 20 percent of U.S. households report an annual income of at least \$100,000, 33 percent of households participating in sports enjoy that income level. Travel-team parents spend an average of \$2,266 annually on their child's sports participation, and at the elite levels some families spend more than \$20,000 per year.

Equity

There's a relative lack of access for minority children. Sport participation rates for White children exceed that of African-Americans, Hispanics, and Asian kids. Furthermore, data on other historically marginalized groups such as Native-American children are not even reported in governmentally funded studies that track physical activity in youth.¹⁰

Access is also shaped by geography and gender. In "low socio-economic schools," those that serve the highest percentage of kids on free or reduced-price lunches, only 24.6 percent of eighth graders play sports. At "middle socio-economic schools," it's 30.9 percent. For "high socio-economic schools," it's 36.1 percent. Despite major gains over the past four decades, the participation rates for girls remains 2 to 5 percent lower than for boys.¹¹ There are 10.6 million girls between the ages of 6 and 17 who play a sport at least once a year, compared to 16.5 million boys.

Children with physical and intellectual disabilities often experience very limited opportunities in their communities. Despite considerable growth in sport options in recent years driven in part by anti-discrimination laws, one estimate suggests that physical activity levels for children with disabilities remain as much as 4.5 times lower than those without disabilities.¹²

Untrained coaches

One study found that when coaches received training in skills and communicating effectively with kids, only five percent of children chose not to play the sport again. With untrained coaches, the attrition rate was 26 percent.¹³ Yet, most youth coaches do not receive any training. Only 1 in 5 coaches of youth teams of

⁹ Sport Participation Rates Among Underserved American Youth, University of Florida's Sport Policy & Research Collaborative, 2014

¹⁰ University of Florida's SPARC, 2014

¹¹ Bridging the Gap, RWJF, 2012

¹² Ibid.

¹³ Smoll and Smith, 1992

children under age 14 say they have been trained in effective motivational technique, and just 1 in 3 in skills and tactics in the primary sport they coach, according to data produced for Project Play by SFIA through a survey of 43,000 households in 2013.

Scholarship Prep aims to provide underserved students the ability to receive sport-specific skills training by trained coaches while at school, free of charge. This in-school opportunity eliminates any “gap” in availability of facilities, finances to support sport participation, or transportation challenges (to and/or from sports-related activities, practices, and games, etc.).

Overcoming Societal Obstacles

Studies have found that 84 percent of youth-targeted food advertising on Spanish-language TV promotes food of low nutritional value. Between 2010 and 2013, fast food restaurants increased their overall advertising expenditures on Spanish-language TV by 8 percent.¹⁴ In addition, low-income Latino neighborhoods have up to nine times the density of outdoor advertising for fast food and sugary drinks as high-income White neighborhoods,¹⁵ and Latino children are more likely to attend a school that is close to fast-food restaurants and convenience stores.¹⁶

Scholarship Prep firmly believes that consistent physical activity is needed to create lifelong learners. Access to spaces that allow for such activity is limited for minority youth. Only one-third of Latinos live within walking distance of a park — compared with almost half of all Whites.¹⁷ Elementary schools with a majority of Latino students are less likely than those with a majority of White students to have 20 minutes of recess daily or 150 minutes of physical education a week.¹⁸ The relative lack of access to athletic programs and green space for minority children creates an endless loop of unhealthiness that Scholarship Prep intends to help break.

ARTS

Scholarship Prep believes the importance of diversifying one's knowledge and experiences includes the incorporation of visual and performing arts.

Research

The positive impact of the arts on learning has been widely documented in academic research examining a variety of arts education programs using qualitative and quantitative methodologies. Scholars agree that the arts have encouraged students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement

¹⁴ www.stateofobesity.org

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Ibid.

(Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002).

James Catterall, in his analysis of the Department of Education's National Education Longitudinal Study (NELS) database of 25,000 students, found that students engaged in high level of arts participation, specifically those from low-income backgrounds, outperformed students not highly engaged in arts in multiple academic areas. Similarly, Shirley Brice Heath (2002), in a longitudinal study of after-school programs including those focused on the arts, found that students involved in these programs performed better in school and in their personal lives than students not involved in an arts program. For example, students in the arts groups were more able to form relationships among different experiences, view problems from different perspectives to work towards a solution, construct and organize ideas and meaningful units and focus over lengthier periods of time. Both of these studies suggest that when arts education is delivered in the classroom or after-school, it can nurture the development of cognitive skills through dynamic paths that stimulate learning in many areas.

To that end, Scholarship Prep will offer a robust arts and music education program to grow the innate talents of students. Instruction will be organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relationships, and applications. In addition, literacy skills will be woven into these "elective" classes.

Specifically, our students will have the opportunity to engage in one or more of the following art-based activities at Scholarship Prep:

- Music/Band
- Drama/performances
- Music appreciation
- Visual arts/graphic design
- Dance
- Fine Arts
- Photography

To ensure students are mastering the California content standards for visual arts and music as well as growing in their overall knowledge of art and music history, all units will have culminating authentic assessments that will be scored against a rubric. These authentic assessments may take the form of an art piece such as a painting that allows students to synthesize the various skills learned over the course of the unit or students playing different musical notes and patterns on an instrument.

Additionally, smaller, more frequent assessments in the form of multiple-choice quizzes or open-ended questions will be used to determine student knowledge and skills gained. Assessments will always be linked to showing mastery of standards, following the scope and sequence. Teachers will leave time for differentiated instruction in order to ensure all students acquire the necessary skills and knowledge to be proficient in the California content standards for each grade level. These smaller assessments will drive

instruction and give both students and teachers feedback on rigor and strength of instruction.

CORE AREAS OF INSTRUCTION

Scholarship Prep's curriculum will be aligned with the California Common Core State Standards (CA CCSS), including NextGen Science Standards. We understand that our students may have serious deficiencies when they first enter Scholarship Prep, however, our entire school design is to ensure that all students acquire the skills and knowledge needed to meet the school's rigorous academic program. Diagnostic assessments will determine students' strengths and weaknesses. As necessary, teachers will supplement the curriculum to meet student needs. Organized instruction that supports the most at-risk students, the extended day, and multiple academic supports allow every student to learn at a high level.

Special emphasis will be given to the four core curricular areas of English language arts and literacy ("ELA/Literacy"), mathematics, science, and social studies. The remaining components of the Scholarship Prep model will work together collectively to ensure that all students attending our school will acquire the skills and concepts addressed within the standards and that the overall mission of the school is accomplished. Scholarship Prep will take advantage of the combined objectives and outcomes of state and national standards in order to provide a challenging program that is structured for high academic achievement and long-term success. The scope and sequence of academic standards at Scholarship Prep may be modified as necessary and/or appropriate to reflect changes to state and national standards.

The adopted course of study for grades TK through 8 includes Common Core Standards-based instruction to ensure college and career readiness in the following areas:

ELA/LITERACY

The ELA/Literacy curriculum will be comprised of a comprehensive and balanced reading program used in all grade levels. In addition, in the primary grades there will be an emphasis on phonemic awareness and a systematic phonics instructional approach. In all grades, material that supports Reading for Information Text will be a major focus in instruction.

Our intensive writing program, taught throughout the curriculum, will utilize components of the *Nancy Fetzer Writing Program* and may include sentence diagramming to focus on the Writing Applications strand in English Language Arts and Literacy (ELA/Literacy).

Nancy Fetzer, M.A., is a nationally recognized curriculum expert and staff development trainer. She is an award-winning teacher who has authored and illustrated many books, manuals, and videos. After years of research, application, and refinement, Nancy has crafted schoolwide methods and strategies that guide all students to read, write, listen, and speak with high-levels of proficiency.

For well over a decade, Fetzer has worked directly with schools and districts inservicing staffs to utilize her explicit direct-instruction strategies, packed with academic language development and student engagement techniques. Her dynamic workshops include classroom demonstration lessons (grades K-8), highly effective multi-sensory instructional tools, and an infusion of ideas utilizing best teaching practices.

Scholarship Prep will incorporate Close Reading techniques within ELA/Literacy instruction. Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

The chart below provides a list of craft techniques to which Scholarship Prep will introduce students to encourage close reading, along with questions that will help students explore how an author uses each craft in a text:

Craft Technique	Possible Questions
Imagery, including comparisons: <ul style="list-style-type: none"> • Similes • Metaphors • Personification • Figurative language • Symbols 	What is being compared? Why is the comparison effective? (typically because of the clear, strong, or unusual connection between the two) What symbols are present? Why did the author choose these symbols?
Word choice	What word(s) stand out? Why? (typically vivid words, unusual choices, or a contrast to what a reader expects) How do particular words get us to look at characters or events in a particular way? Do they evoke an emotion? Did the author use nonstandard English or words in another language? Why? What is the effect? Are there any words that could have more than one meaning? Why might the author have played with language in this way?
Tone and voice	What one word describes the tone? Is the voice formal or informal? If it seems informal, how did the author make it that way? If it's formal, what makes it formal? Does the voice seem appropriate for the content?

Craft Technique	Possible Questions
<ul style="list-style-type: none"> • Sentence structure • Short sentence • Long sentences • Sentence fragments • Sentences in which word order is important • Questions 	<p>What stands out about the way this sentence is written?</p> <p>Why did the author choose a short sentence here? (for example, so it stands out from sentences around it, for emphasis)</p> <p>Why did the author make this sentence really long? (for example, to convey the "on and on" sense of the experience.)</p> <p>Why did the author write a fragment here? (for example, for emphasis or to show a character's thoughts)</p> <p>Based on the order of the words in this sentence, which word do you think is the most important? Why? What was the author trying to show by placing a particular word in a certain place?</p>

Specific college and career components of ELA/Literacy that Scholarship Prep will utilize for instruction throughout all grades include:

TK- 5 Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grades 6-8 Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

TK-5 Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 6-8 Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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TK-5 Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grades 6-8 Speaking and Listening

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6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

TK-5 Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grades 6-8 Language

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MATHEMATICS

Instruction will concentrate on solving problems; developing abstract, analytic thinking skills; learning to deal effectively and comfortably with variables and equations; and using mathematical notation effectively to model situations.

Scholarship Prep will further advance the mathematic achievement levels of our students by:

- Providing additional instructional opportunities for each grade level;
- Providing extensive and multi-year professional development in mathematics instruction that addresses California Mathematic Standards;
- Providing access to websites, such as MIND ST Math, Khan Academy, etc.;
- Allocating funding to support math materials and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the California State Standards in Mathematics, with a special emphasis on addressing those standards that are not easily assessed by standardized tests.

Specific college and career components of Mathematics that Scholarship Prep will utilize for instruction throughout all grades include:

Mathematics – TK/K

1. Representing, relating, and operating on whole numbers, initially with sets of objects; and
2. Describing shapes and space.

Mathematics – 1

1. Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
2. Developing understanding of whole number relationships and place value, including grouping in tens and ones;
3. Developing understanding of linear measurement and measuring lengths as iterating length units; and
4. Reasoning about attributes of, and composing and decomposing geometric shapes.

Mathematics – 2

1. Extending understanding of base-ten notation;
2. Building fluency with addition and subtraction;
3. Using standard units of measure; and
4. Describing and analyzing shapes.

Mathematics – 3

1. Developing understanding of multiplication and division and strategies for multiplication and division within 100;
2. Developing understanding of fractions, especially unit fractions (fractions with numerator 1);

3. Developing understanding of the structure of rectangular arrays and of area; and
4. Describing and analyzing two-dimensional shapes.

Mathematics – 4

1. Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;
2. Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;
3. Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Mathematics – 5

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

Mathematics – 6

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.

Mathematics – 7

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 – 8

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.

Algebra – 8

1. Deepen and extend understanding of linear and exponential relationships;
2. Contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions;
3. Extend the laws of exponents to square and cube roots; and
4. Apply linear models to data that exhibit a linear trend.

SCIENCE

Science instruction at Scholarship Prep will be designed to provide knowledge of living and non-living things, their relationships to humans, and their effect upon the environment. It will also provide students with an awareness of the world around them and the world's effect upon them. The curriculum will be comprised of units of study, which have a performance-based, discovery-centered methodology requiring substantial amounts of hands-on science experiments. Scholarship Prep staff will develop, coordinate, and provide instruction in a science curriculum that incorporates experimentation. The curriculum will be aligned to the California standards for investigation and experimentation, and designed to develop all of the following:

- Understanding of basic scientific facts and principles;
- Mathematics skills;
- Reading comprehension; and
- Analytical and intellectual skills required to pose and answer questions.

As they are implemented, Scholarship Prep will incorporate Next Generation Science Standards into our science program. Scholarship Prep teachers are expected to implement the Practice Standards component of the Next Generation Science Standards during our first year of operation, which include:

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Teachers at each grade level are expected to integrate a minimum of 3 practices into each unit of instruction during the school year.

The Guiding Principles of the Practice Standards that Scholarship Prep teachers will implement include the following:

- Students in grades TK-12 should engage in all eight practices over each grade band.
- Practices grow in complexity and sophistication across the grades.
- Each practice may reflect science or engineering.
- Practices represent what students are expected to do, and are not teaching methods or curriculum.
- The eight practices are not separate; they intentionally overlap and interconnect
- Performance expectations focus on some but not all capabilities associated with a practice.
- Engagement in practices is language intensive and requires students to participate in classroom science discourse

The following chart provides an overview of the science scope and sequence, with grade specific connections to NGSS, by grade:

Grade	Physical Science	Earth Science	Life Science
8	Electronics	Planetary Science	Populations and Ecosystems
7	Chemical Interactions	Earth History	Human Brain and Senses
6	Force and Motion	Weather and Water	Diversity of Life
5	Mixtures and Solutions	Weather on Earth Sun, Moon, and Planets	Living Systems
4	Energy and Electromagnetism Motion, Force, and	Soils, Rocks, and Landforms	Environments
3	Measuring Matter	Water	Structures of Life
2	Solids and Liquids	Pebbles, Sand, and Silt	Insects and Plants

Grade	Physical Science	Earth Science	Life Science
1	Balance and Motion	Air and Weather	Plants and Animals
TK/K	Materials in Our World	Trees and Weather	Animals Two by Two

HISTORY/SOCIAL SCIENCE

In all grades TK-8, teachers will integrate history and the CCSS Literacy standards into all lessons. The literacy standards will be the vehicle in which the content standards are delivered. Through professional development trainings and the PLC process, teachers will be given feedback and support in making this transition and aligning the appropriate literacy standards, supporting activities, and appropriate lesson cycle to the content standards of history. Specific reading and writing assignments aligned with the literacy standards will enhance the curricular program and align the curriculum with the reading and writing expectations in ELA/Literacy. Because our classes will be self-contained, the ELA teachers will also teach history. This will allow teachers to deliver cross-curricular lessons, truly blending the CCSS ELA and Literacy standards with the history content.

Transitional Kindergarten/Kindergarten

Students will begin the study of history–social science with concepts anchored in the experiences they bring to school from their families and communities. Students will explore being a good citizen, national symbols, work now and long ago, geography, time and chronology, and life in the past. Teachers will be encouraged to build understanding of history–social science concepts while furthering beginning literacy skills as outlined in the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. For example, shared readings of narrative and expository text related to the history–social science standards can reinforce academic content vocabulary, concepts about print, phonemic awareness, and the alphabetic principle.

First Grade

Students will learn more about the world they live in and about their responsibilities to other people. They will begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Students' expanding sense of place and spatial relationships will provide readiness for new geographic learning and a deeper understanding of chronology. Students will be ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Students will also begin to develop economic literacy as they learn about work both in and outside the home and the exchange of goods and services for money.

Second Grade

Students in the second grade will be ready to learn about people who make a difference in their own lives and who have made a difference in the past. They will develop their own identities as people who have places in their communities. Students will start their study of people who make a difference by studying the families and people they know. Students themselves can make a difference by engaging in service-learning to improve their schools or communities.

Third Grade

Third-graders will prepare for learning California history in the fourth grade and United States history in the fifth grade by thinking about continuity and change in their local community. In exploring their local community, students will have an opportunity to make contact with times past and with the people whose activities have left their mark on the land. Students will build on their knowledge of geography, civics, historical thinking, chronology, and national identity. The emphasis will be on understanding how some things change and others remain the same. To understand changes occurring today, students will explore the ways in which their locality continues to evolve and how they can contribute to improvement of their community. Finally, teachers will introduce students to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of cultural and national identity. Students who have constructed a family history in grade two will now be ready to think about constructing a history of the place where they live today. With sensitivity toward children from transient families, teachers can ask students to recall how the decision of their parents or grandparents to move to this place made an important difference in their lives. Discovering who these people were, when they lived here, and how they used the land will give students a focus for grade three.

Fourth Grade

The study of California history in the fourth grade will provide students with foundational opportunities to learn in depth about their state, including the people who live here, and how to become engaged and responsible citizens.

The study of California history will include: pre-Columbian times, in the cultures of the American Indians who lived here before the first Europeans arrived, and the story of successive waves of immigrants from the sixteenth century through modern times. These immigrants include (1) the Spanish explorers, Indians from northern Mexico, Russians, and the Spanish-Mexican settlers of the Mission and Rancho period who introduced European plants, agriculture, and a herding economy to the region; (2) the people from around the world who settled here, established California as a state, and developed its mining, industrial, and agricultural economy; (3) the Chinese, Japanese, Korean, Filipino, Sikhs, and other immigrants of the second half of the nineteenth century, who provided a new supply of labor for California's railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the first half of the twentieth century, including new arrivals from Latin America and Europe; and (5) the many immigrants arriving today from Latin America, the nations of the Pacific Basin and Europe, and the continued migration of people from other parts of the United States. Because of their early arrival in the New World,

people of African descent have been present throughout much of California's history, contributing to the Spanish exploration of California, the Spanish-Mexican settlement of the region, and California's subsequent development throughout the nineteenth and twentieth centuries.

In grade four, emphasis will also be placed on the regional geography of California. Students will analyze how the different regions of the state have developed through the interaction of physical characteristics, cultural forces, and economic activity and how the landscape of California has provided different resources to different people at different times, from the earliest era to the present. Finally, by developing a time line, students will be able to put into chronological order events and developments that changed the course of California history, such as the Mexican-American War, the Bear Flag Republic, the Gold Rush, and California's admission to statehood in 1850.

Fifth Grade

The course for grade five will include the development of the nation, with emphasis on the period up to 1850. Focus will be placed on the creation of a new nation peopled by immigrants from all parts of the globe and governed by institutions influenced by a number of religions, the ideals of the Enlightenment, and English traditions of self-government.

Students will continue to develop the civic and economic skills they will need as citizens. Students will examine the human and physical geography of the United States by studying present-day maps of the United States and identifying connections with thematic maps of the ethnic, linguistic, and religious settlement patterns that developed in the new nation.

Sixth Grade

Students will learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. In addition to developing basic geography skills, students will be introduced to patterns, systems, and processes of physical and human geography. The fundamental aspects of this period that students will study include:

- The movement of early humans across continents and their adaptations to the geography and climate of new regions.
- The rise of diverse civilizations, characterized by economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and architecture, and systems of writing.
- The growth of urban societies as well as links with one another through trade, diplomacy, migration, conquest, and the diffusion of goods and ideas.
- The development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law).
- The birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism, Christianity), and changes in societies (social class divisions, slavery, divisions of labor between men and women).

- In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.

Seventh Grade

Students will learn about the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students will trace the development of medieval civilizations and make connections with regional and present day world maps. Specifically, students will learn about:

- Long-term growth in the world's population.
- A great increase in agricultural and city-dwelling populations in the world compared to hunters and gatherers, whose numbers steadily declined.
- Technological advances that gave humans power to produce greater amounts of food and manufactures, allowing global population to keep rising.
- Expansion of long-distance commercial, technological, and cultural exchanges.
- The rise of more numerous and powerful kingdoms and empires.
- Increasing human impact on the natural and physical environment, including new transport technology that allowed the diffusion of plants, animals, and microorganisms to parts of the world where they had previously been unknown.

Eighth Grade

Students will engage in an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students will view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. Students will also explore the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.

NON-CORE AREAS OF INSTRUCTION

Visual and Performing Arts

Visual and Performing Arts will be incorporated throughout the Scholarship Prep academic program for students in all grade levels. VAPA includes art appreciation, participation in school performances, dance, and drama to aid in students' development of aesthetic appreciation and the skills of creative expression. The specific courses available to students will be dependent upon grade level. For example, band will be available to students beginning in fourth grade.

Teachers will provide general musical instruction and facilitate the development of appreciation and understanding of concepts. Patriotism will be continually fostered through patriotic music exercises. School-wide pep rallies will be held and a student will

lead the student body in the Pledge of Allegiance, followed by the patriotic and traditional songs of the month. Throughout the year, patriotic holidays and special events will be celebrated and/or acknowledged during monthly student programs or the school wide Pep Rally. Opportunities for drama experience will also be provided.

Art lessons will be designed to help students understand the nature of art with emphasis on color, design, art principles, and art appreciation. Creative expression will be encouraged throughout instruction. The art program may be provided by parent volunteers on a monthly basis.

Athletics

Physical education classes develop the students' motor skills while promoting the good health habits that will have a positive effect on students' well-being. In addition, students develop sportsmanship and teamwork skills, as well as specialized proficiencies in sports of the students' choosing. Thus, athletics at Scholarship Prep will incorporate the best practices of youth sports programs across the nation.

The program will be organized in accordance with the California content standards in Physical Education at each grade level, following these overarching standards:

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

Specialized classes in athletics will be offered to students in various grade levels. These classes may include, but are not limited to the following sport-specific tracks:

- Soccer
- Basketball
- Flag Football
- Softball
- Golf
- Volleyball
- Track and Field
- Gymnastics

Additional programs that support physical vigor will include P.E., Mileage Club®, and school sports leagues. During the Mileage Club® lunch-hour program, students walk on the playground several times a week. Mileage Markers are checked every time a child

completes a lap. When recess ends, students return their cards to their personal file. For each five miles (or eight kilometers) walked, the child is rewarded with a Toe Token (brightly colored plastic foot) to put on a shoelace or chain.

This program is designed to:

1. Motivate TK-8 children to exercise.
(It is now also being used in middle schools!)
2. Help students control body weight.
3. Help students burn off excess energy.
4. Improve school performance.
5. Build self-esteem.

Technology

Use of technology is a vital component of the CAASPP. Therefore, Scholarship Prep students will use technology to participate in digital instruction and assessments, build and enhance communication, research and develop problem-solving skills, and globally connect the school community with people and information. As noted by the CDE's Technology Frameworks, computers and other types of technology can amplify the resources teachers have available to offer students, through up-to-date information and online access to content experts. Additionally, software-based reference materials offer extensive information and resources.

Wherever possible, different forms of technology will be integrated into core content areas to reach all types of learners. For example, using the Project Based Learning model, English Learners and other students will be able to create charts or diagrams via presentation software to demonstrate comprehension of photosynthesis and digitally record explanations to accompany the presentation. Other inquiry-based activities, such as web quests, are designed to challenge students to interact with resources on the Internet to gather information and solve problems. Teachers may develop web quests around any topic to challenge more advanced students or provide additional reinforcement for academically at-risk students.

Scholarship Prep may utilize mobile laptops or similar devices to teach mathematics concepts based on the Math and Music program of the M.I.N.D. Institute. In addition, the students may use laptops for research projects, for composing and illustrating stories, word processing, differentiated instruction (e.g., math facts practice, phonics exercises), EL activities, and to research topics and find information related to thematic units in social sciences.

For students in grades 6-8, Scholarship Prep recognizes the need to provide students with an understanding of and capability to use current and emerging media and technology. Therefore, technology instruction will be woven throughout subject areas so that as students move on to high school they will be able to do the following:

- Know the value of keyboarding and be able to demonstrate its proper use.
- Know the impact of technology on society and understand the importance of digital citizenship.
- Know how to create and use a spreadsheet as a tool to present and graph real data.
- Know how to create and use a database as a tool for storing and accessing information.
- Know how to use the computer to design a presentation and publication for disseminating information.
- Know how to use management and systems features common to multiple platforms and applications.

Many technology topics will be integrated within the core subjects through the Project Based Learning model of instruction. Students in grades 6-8 may have access to computers, digital projectors, printers, and digital video camera. These tools will be used to enhance understanding and apply content knowledge in core subject areas.

Every teacher will have a document camera, laptop, and digital projector in each classroom. Close Reading is an instructional expectation at Scholarship Prep to ensure that all students, especially our EL subgroup, will receive effective instruction. The document camera is imperative to the practice of Close Reading.

All students also are being trained in keyboarding and how to responsibly use technology at school and at home.

All audio-visual materials shown by the teachers are "G" rated or Administration approved.

World Language

Learning a world language is a key component to the uniqueness of our instructional program. Scholarship Prep understands the necessity of foreign language acquisition from the global perspective. Therefore, to ensure our students have the greatest opportunities to compete in the global economy of the 21st century, our selected world languages are Mandarin and Spanish. Foreign language instruction will begin in Transitional Kindergarten. Each year students will receive weekly instruction in their university classrooms from an experienced foreign language instructor using instructional best practices, including small groups, direct instruction, and PBL components.

Spanish is the most spoken non-English language in the United States, with nearly 35 million more speakers than Chinese (the next highest).¹⁹ Additionally, more than 28% of California's population lives in a household in which Spanish is spoken.²⁰ We adhere to a culturally responsive pedagogy and Spanish instruction can be crucial to meeting the needs of the community.

Mandarin Chinese is the most useful language for business after English, spoken by 845 million people in the world's second-largest economy, China. In fact, after a trip to China in 2013, U.K. Prime Minister David Cameron urged schools to ditch French and German and start teaching Mandarin instead. "I want Britain linked up to the world's fastest growing economies," he said. "And that includes young people learning the languages to seal tomorrow's business deals."

In accordance with the California World Language Content Standards and 21st Century learning goals, students will develop global competency by understanding how to produce sounds words and phrases, produce paragraphs and strings of paragraphs, and produce cohesive texts. Students not only will learn the foundational components of the language, but understand the historical contributions and cultural dimensions of the Mandarin.²¹

Student Character Development

Scholarship Prep will offer our students many experiences to accentuate their ability to be diverse and successful learners. These special opportunities motivate students to excel while expanding their learning potential. Scholarship Prep provides opportunities for school-wide activities that encourage participation by all our students and may include:

Each grade level at Scholarship Prep will have the opportunity to engage in Civic Learning community-based projects tied to state standard learning components (see Special Programs, below). As a primary element of Civic Learning, students not only have the privilege of working directly with the community, but they also share their educational experiences at such events as school-wide performances and assemblies.

Scholarship Prep's Civic Learning program will be based on the proven practices described by the *Guardian of Democracy: The Civic Mission of Schools* report, from the Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania, the Campaign for the Civic Mission of Schools, the Center for Information & Research on Civic Learning and Engagement at Tufts University, the American Bar Association's Division for Public Education, and the National Conference on Citizenship.

¹⁹ <http://www.pewresearch.org>

²⁰ <http://www.statisticalatlas.com>

²¹ <http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

There are six (6) proven civic learning practices, of which our staff and students will focus on the following:

PROVEN PRACTICE #1: Instruction in government, history, law, and democracy. Formal instruction in U.S. government, history, and democracy increases civic knowledge.

PROVEN PRACTICE #2: Discussions involving current local, national, or international issues and events in the classroom.

PROVEN PRACTICE #3: Designing and implementing programs that provide students with the opportunity to apply what they learn through performing school or community service that is linked to the formal curriculum and classroom instruction.

The ones that best develop engaged citizens are linked to the curriculum and they:

- Consciously pursue civic outcomes, rather than seek only to improve academic performance or to promote higher self-esteem
- Allow students to engage in meaningful work on serious school or public issues, giving students a role in choosing and designing their projects
- Provide students with opportunities to reflect on the service work
- Allow students—especially older ones—to pursue political or school policy responses to problems consistent with laws that require public schools to be nonpartisan
- See service learning as part of a broader philosophy toward education, not just a program that is adopted for a finite period in a particular class

PROVEN PRACTICE #4: Offering extracurricular activities that provide opportunities for students to get involved in their schools or communities. Long-term studies of Americans show that those who participate in extracurricular activities remain more civically engaged than their contemporaries even decades later. Thus, everyone should have opportunities to join school groups, and such participation should be valued.

PROVEN PRACTICE #5: Encouraging student participation in classroom and/or school governance.

PROVEN PRACTICE #6: Encouraging students' participation in role-plays and/or simulations of democratic processes and procedures. Scholarship Prep will create multiple opportunities to see this proven practice in action, including as PBL public product options, campaigning and voting for ASB and classroom roles, and the creation and "passage" of classroom rules and laws.

Transitional Kindergarten

Transitional Kindergarten will follow a modified (kindergarten) curriculum for core academic content that is age and developmentally appropriate. The curriculum will align with the California Preschool Learning Foundations in Senate Bill 858 (2014). Scholarship Prep transitional kindergarten teachers will be expected to differentiate and individualize instruction to meet the unique educational and social-emotional learning needs across the continuum of development. In Transitional Kindergarten,

teachers will provide students with exposure to the Common Core and Content Standards, while kindergarten teachers will seek to guide their students towards mastery of the standards.

In ELA/Literacy, students will be provided with instruction focused on early literacy skills of conversation and oral language, alphabet knowledge, book and print rules, phonological awareness, and vocabulary and background knowledge.

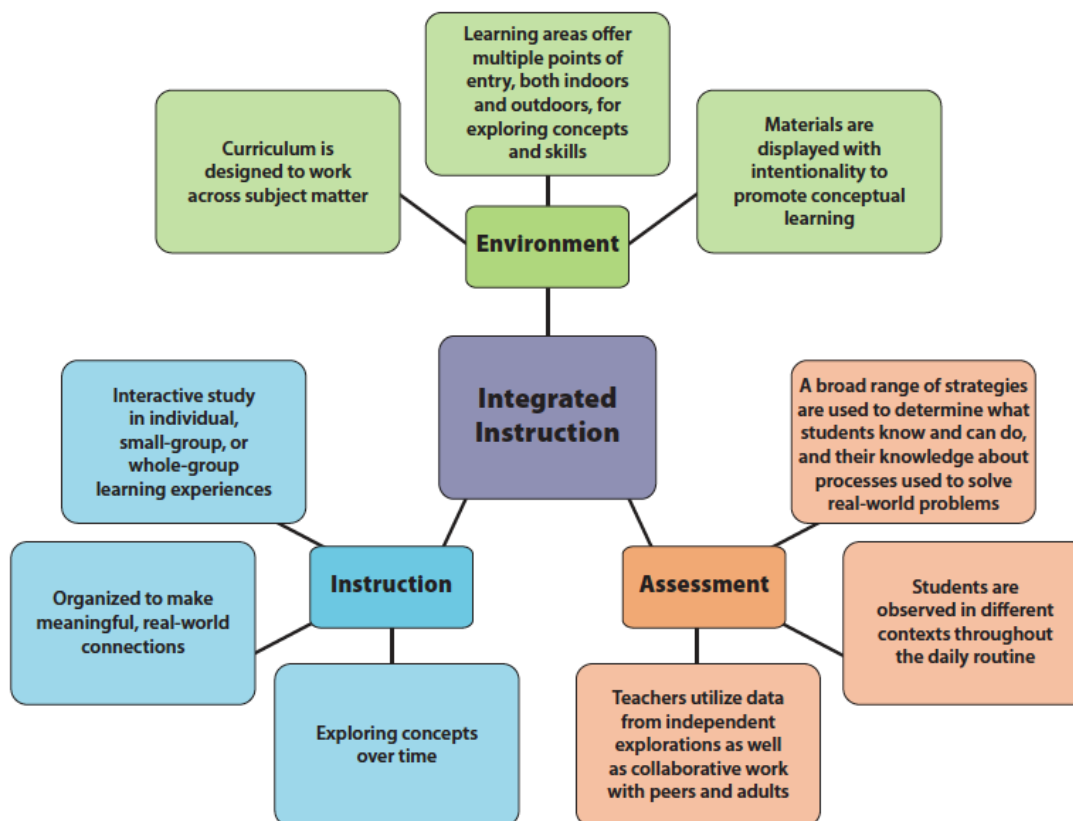
The following teaching strategies below demonstrate the concrete approaches for language arts instruction expected in our transitional kindergarten classrooms. They are designed to guide developmentally appropriate TK instruction, moving students along a continuum of learning by bridging the Preschool Learning Foundations with the Kindergarten Common Core:

- Strategy 1: Understanding of Language (Receptive)
- Strategy 2: Follows Increasingly Complex Instructions
- Strategy 3: Communication of Needs, Feelings, and Interests (Expressive)
- Strategy 4: Reciprocal Communication and Conversation
- Strategy 5: Comprehension and Analysis of Age-appropriate Text, Presented by Adults
- Strategy 6: Letter and Word Knowledge
- Strategy 7: Phonological Awareness
- Strategy 8: Emergent Writing
- Strategy 9: Print Concepts
- Strategy 10: Integrated Approaches for English Language Development and Family Engagement

In mathematics, transitional kindergarten students will be introduced to concepts and relationships of numbers and quantities as they recite numbers in order to 10, count up to five objects or visually compare two groups of objects and express if they are the "same" or "more." They will learn important foundations of mathematics while engaging in imaginative play, exploring the environment and materials and making new discoveries.

Scholarship Prep teachers will integrate ideas and content from multiple domains and disciplines through themes, projects, play opportunities, and other learning experiences so that our students are able to develop an understanding of concepts and make connections across content areas. Using an integrated instructional approach, our teachers will decide on a connecting thread and generate a lesson plan based on the interdisciplinary area of study.

The figure below provides an overview of this approach.



Scholarship Prep Transitional Kindergarten teachers will be trained to understand that a balance of explicit instruction and student-initiated learning is important to exposing children to standards-based instruction that they will receive more definitively in kindergarten.

Further explanation of how Scholarship Prep will prepare Transitional Kindergarten students for kindergarten is listed below in the instructional approach for ELA/Literacy:

- Early listening and speaking opportunities focused on vocabulary and grammar build a foundation for kindergarten standards related to comprehension and collaboration, presentation of knowledge, vocabulary acquisition and demonstration of the conventions of standard English.
- Early vocabulary activities focused on understanding and using an increasing variety and specificity of words, categories, and both simple and complex words that describe relations between objects build a foundation for kindergarten skills related to determining and clarifying the meaning of unknown words, exploring word relationships, and using acquired words and phrases in speech and writing.
- Early phonological awareness activities focused on oral blending and deleting words and syllables, onsets, rimes and phonemes build a foundation for

kindergarten phonological awareness standards related to understanding spoken words and manipulating syllables, and sounds.

- Early concepts about print activities focused on appropriate book handling, knowledge of print conventions, and understanding that print carries meaning build a foundation for kindergarten standards focused on understanding the organization and basic features of print and the craft and structure of literature and informational text.
- Early alphabetics and word/print recognition activities focused on recognizing students' names and common words in print, matching letter names to their printed forms, and beginning to recognize that letters have sounds build a foundation for recognizing and naming all upper and lowercase letters of the alphabet and understanding kindergarten phonics and word recognition standards.
- Early opportunities for and guidance in demonstrating comprehension and analysis of details in a familiar story and of information from informational text build a foundation for kindergarten literature and informational text standards (e.g., key details and ideas, integration of knowledge and ideas, comprehension and collaboration).
- Early opportunities for and guidance in developing increased control in writing and drawing, writing letter or letter-like shapes to represent words or ideas, and writing the first name correctly build a foundation for kindergarten skills related to drawing, dictating, and writing to compose opinion pieces, informative/explanatory texts, and narration of a single event.

Academic Calendar and Schedules

Master Calendar

A draft of the proposed school master calendar can be found below. Professional Learning Community (PLC) Meetings will take place on Friday minimum days, as well as additional staff development days.

DATES	SCHOOL DAYS	MINIMUM DAYS	NON-INSTRUCTIONAL DAYS/IMPORTANT DATES
Aug 5 – Aug 9	0	0	Staff Development (3 days)
Aug 12 – Aug 16	0	0	Staff Development (3 days)
Aug 19 – 23	4	1	Aug 19: Meet Your Teacher Day/Aug 20: First Day of School
Aug 26 – 30	5	1	
Sept 2 – 6	4	1	Sept 2 – Labor Day – No School
Sept 9 – 13	5	1	
Sept 16 – 20	5	2	Sept 19 – Back to School Night – Minimum Day
Sept 23 – 27	5	1	
Sept 30 – Oct 4	5	1	
Oct 7 – 11	5	1	
Oct 14 – 18	5	5	Oct 14-18 - Parent Conferences Min. Days
Oct 21 – 25	5	1	
Oct 28 – Nov 1	5	2	October 31 – Literature Day – Minimum Day
Nov 4 – 8	5	1	
Nov 11 – 15	4	1	Nov 11 – Veterans Day – No School
Nov 18 – 22	5	1	
Nov 25 – 29	0	0	Nov 25-29 – Thanksgiving Recess/ Nov 25-26 Teacher Grade Level Meetings
Dec 2 – 6	5	1	
Dec 9 – 13	5	1	
Dec 16 – 20	3	0	Dec 18 – End of 1 st Semester/Dec 19-20 – Winter Recess
Dec 23 – 27	0	0	Dec 23-27 – Winter Recess
Dec 30 – Jan 3	0	0	Dec 30-Jan 3 – Winter Recess
TOTAL DAYS:	80	22	

DATE	SCHOOL DAYS	MINIMUM DAYS	NON-INSTRUCTIONAL DAYS/IMPORTANT DATES
Jan 6 – 10	5	1	
Jan 13 – 17	5	1	
Jan 20 – 24	4	1	Jan 20 – Martin Luther King Jr. Day – No School
Jan 27 – 31	5	1	
Feb 3 – 7	5	1	
Feb 10 – 14	3	1	Feb 10-11 – No School/Teacher Grade Level Meetings
Feb 17 – 21	4	1	Feb 17 – Presidents' Day – No School
Feb 24 – 28	5	1	
Mar 2 – 6	5	2	Mar 5-6 – Parent Conferences Min. Days
Mar 9 – 13	5	1	
Mar 16 – 20	5	2	Mar 19 – Open House – Minimum Day
Mar 23 – 27	5	1	
Mar 30 – Apr 3	0	0	Mar 30 – Apr 3 – Spring Break
Apr 6 – 10	5	1	
Apr 13 – 17	5	1	
Apr 20 – 24	5	1	
Apr 27 – May 1	5	1	
May 4 – May 8	5	1	
May 11 – 15	5	1	
May 18 – 22	5	1	
May 25 – 29	4	1	May 25 – Memorial Day – No School
June 1 – 5	5	1	June 5 – End of 2 nd Semester, Last Day of School
June 8 – 12	0	0	Teacher Work Days (2 days)
TOTAL DAYS:	100	23	

**Event dates may be subject to change*

Student Instructional Days	180
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Teacher Work Days	193
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Instructional Minutes

Scholarship Prep will have 180 school days, and exceed the state's instructional minutes requirements, as seen below:

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 by State
TK/K	Yes	135	360	45	220					180	3600
1	Yes	135	360	45	220					180	5040
2	Yes	135	360	45	220					180	5040
3	Yes	135	385	45	220					180	5040
4	Yes	135	385	45	220					180	5400
5	Yes	135	385	45	220					180	5400
6	Yes	135	385	45	220					180	5400
7	Yes	135	385	45	220					180	5400
8	Yes	135	385	45	220					180	5400
9	No									0	6480
10	No									0	6480
11	No									0	6480
12	No									0	6480

SAMPLE DAILY SCHEDULES

Sample daily schedules are included below for regular and minimum days for all grade levels.

TK – 2nd Regular Day Sample Schedule

Time		Instructional Minutes Subtotal	Instructional Minutes Total
7:45 – 8:15	Drop Off		
8:15 – 8:30	School Begins Coaching Session	15	15
8:30 – 9:00	ELA – Phonics, Integrated ELD	30	45
9:00 – 9:30	ELA – Guided Reading	30	75
9:30 – 9:45	Recess	-	
9:45 – 10:15	ELA – Writers Workshop,	30	105
10:15 – 10:45	Social Studies (Integrated ELD)	30	135
10:45 – 11:05	Mandarin	20	155

Time		Instructional Minutes Subtotal	Instructional Minutes Total
11:05 – 11:30	Lunch	-	
11:30 – 12:20	Science (Integrated ELD)	50	205
12:20 – 1:20	Designated ELD	60	265
1:20 – 1:40	Math – Rotation 1	20	285
1:40 – 2:00	Math – Rotation 2	20	305
2:00 – 2:20	Nutrition/Recess	-	
2:20 – 2:40	Math - Rotation 3	20	325
2:40 – 3:15	Arts	35	360
3:15 – 3:30	Dismissal		

3rd – 5th Regular Day Sample Schedule

Time		Instructional Minutes Subtotal	Instructional Minutes Total
7:45 – 8:15	Drop Off		
8:15 – 8:30	School Begins Coaching Session	15	15
8:30 – 9:00	Social Studies (Integrated ELD)	30	45
9:00 – 9:30	ELA – Writers Workshop (Integrated ELD)	30	75
9:30 – 9:50	ELA – Close Reading (Integrated ELD)	20	95
9:50 – 10:05	Recess	-	
10:05 – 10:20	ELA – Textual Analysis	15	110
10:20 – 10:50	Mandarin	30	140
10:50 – 11:35	Science (Integrated ELD)	45	185
11:35 – 11:55	Lunch	-	
11:55 – 12:30	Athletics	35	220
12:30 – 1:30	Designated ELD	60	280
1:30 – 2:15	Music	45	325
2:15 – 2:35	Math – Rotation 1	20	345
2:35 – 2:55	Math – Rotation 2	20	365
2:55 – 3:15	Math – Rotation 3	20	385
3:15 – 3:30	Dismissal		

6th – 8th Regular Day Sample Schedule

Time		Instructional Minutes Subtotal	Instructional Minutes Total
7:45 – 8:15	Drop Off		
8:15 – 8:30	School Begins Coaching Session	15	15
8:30 – 9:30	Designated ELD	60	75
9:30 – 10:10	Spanish	40	115
10:10 – 10:25	Recess	-	
10:25 – 11:05	ELA – Writers Workshop/ Textual Analysis, (Designated ELD)	40	155
11:05 – 11:35	Social Studies (Integrated ELD)	30	185
11:35 – 11:55	Math – Rotation 1	20	205
11:55 – 12:15	Math – Rotation 2	20	225
12:15 – 12:35	Math – Rotation 3	20	245
12:35 – 12:55	Extended Lunch		
12:55 – 1:30	Arts	35	280
1:30 – 2:25	Science (Integrated ELD)	55	335
2:25 – 3:15	Athletics	50	385
3:15 – 3:30	Dismissal		

TK – 2nd Minimum Day Sample Schedule

Time		Instructional Minutes Subtotal	Instructional Minutes Total
7:45 – 8:15	Drop Off		
8:15 – 8:25	School Begins Coaching Session	10	10
8:25 – 9:25	Designated ELD	60	70
9:25 – 9:50	ELA – Guided Reading	25	95
9:50 – 10:10	Nutrition/Recess	?	?
10:10 – 10:25	Math – Rotation 1	15	110
10:25 – 10:40	Math – Rotation 2	15	125
10:40 – 10:55	Math – Rotation 3	15	140
10:55 – 11:15	ELA – Phonics, Integrated ELD	20	160
11:15 – 11:45	ELA – Writers Workshop,	30	190
11:45 – 12:15	Social Studies/Science (Integrated ELD)	30	220
12:15 – 12:30	Dismissal		

3rd – 5th Minimum Day Sample Schedule

Time		Instructional Minutes Subtotal	Instructional Minutes Total
7:45 – 8:15	Drop Off		
8:15 – 8:25	School Begins Coaching Session	10	10
8:25 – 8:40	Math – Rotation 1	15	25
8:40 – 8:55	Math – Rotation 2	15	40
8:55 – 9:10	Math – Rotation 3	15	55
9:10 – 9:40	Social Studies/Science (Textual Analysis) Integrated ELD	30	85
9:40 – 10:15	ELA – Writers Workshop/ Close Reading, Integrated ELD	35	120
10:15 – 10:35	Nutrition/Recess	?	?
10:35 – 11:35	Designated ELD	60	180
11:35 – 12:15	Arts	40	220
12:15 – 12:30	Dismissal		

6th – 8th Minimum Day Sample Schedule

Time		Instructional Minutes Subtotal	Instructional Minutes Total
7:45 – 8:15	Drop Off		
8:15 – 8:25	School Begins Coaching Session	10	10
8:25 – 9:10	Arts	45	55
9:10 – 9:25	Math – Rotation 1	15	70
9:25 – 9:40	Math – Rotation 2	15	85
9:40 – 9:55	Math – Rotation 3	15	100
9:55 – 10:25	Social Studies/Science (Textual Analysis) Integrated ELD	30	130
10:25 – 10:40	ELA – Close Reading, Integrated ELD	15	145
10:40 – 11:00	Nutrition/Recess	?	?
11:00 – 12:00	Designated ELD	60	205
12:00 – 12:15	ELA – Performance Task,	15	220
12:15 – 12:30	Dismissal		

Professional Development

Scholarship Prep will recruit qualified and dedicated individuals who have a desire to not only make a difference in the lives of children, but who also aspire to create global impact. Rather than simply searching for exceptional teachers, Scholarship Prep will seek leaders who have an interest in making a difference both inside and outside of their classroom.

Scholarship Prep staff members will be recruited through various communication channels, including local newspapers, education networking websites (CCSA, CSDC, Teach For America, EdJoin, etc.), the school website, career fairs, local universities and word of mouth referrals.

Scholarship Prep will engage in a thorough review of the qualifications of candidates that apply for employment at the Charter School. The Board of Directors will be responsible for hiring the Executive Director, and the Executive Director will be responsible for hiring the Principal. The Principal, with the support of the other instructional leaders, will assume responsibility for hiring all other school site staff.

The Charter School leaders will review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. The Principal and a hiring committee of teachers and the assistant principals interview candidates. Teaching and instructional leader candidates will be asked to teach a lesson as part of the interview process. The Charter School leaders may also observe teaching candidates teaching a lesson in their current classrooms. Following interviews, Scholarship Prep will contact references, review letters of recommendation, and notify each person of their status once a decision is made.

Nationally, we plan to tap the alumni networks of colleges and universities and Teach for America alumni, post openings on our web site and in education journals, EdJoin, CCSA, and by word-of-mouth. Locally, we may recruit at colleges, universities, and job fairs.

Professional Development (PD) will be essential for the successful delivery of Scholarship Prep's collegiate-inspired mission. Scholarship Prep will focus on professional development centered on: the effective use of data to drive instruction, consistency of systems and structures to maximize instructional minutes, and the development of effective vertical and horizontal teaming to improve instructional practice. Scholarship Prep will also utilize the *Partnership for 21st Century Skills* (P21) recommendations for PD. These focal points will drive the PD plans throughout the entire year.

At Scholarship Prep, aligned with P21 recommendations, professional development will:

- Highlight ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balance direct instruction with project-oriented teaching methods

- Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enable 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
- Cultivate teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Help teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Support the continuous evaluation of students' 21st century skills development
- Encourage knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Use a scalable and sustainable model of professional development

Teachers will participate in an extensive training and professional development prior to the opening of the Charter School with additional professional development days throughout the year, plus weekly Professional Learning Community meetings to review student achievement data and plan collaboratively. Lead teachers for each grade level will be responsible for leading collaborative planning sessions each week, helping plan curriculum and assessments (including targeted differentiation strategies and scaffolding for students in need) and serve as mentors to their peers. Prior to the school year starting, teachers will practice the school-wide routines that underpin the daily work of learning, solidify their ability to implement the school's philosophies in clear and consistent ways, plan curriculum, write assessments, and analyze state standards and standardized tests to ensure curriculum alignment.

Scholarship Prep will work to develop a culture of collegiality to facilitate professional growth through reflection, peer observation, and continual instructional feedback. Teachers will be encouraged to join various professional organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teacher Association, etc.), attend conferences, and share best practices that will increase academic achievement.

The Sample Professional Development Calendar below includes both full and half-day/partial-day trainings. During the school year, weekly professional development (PLCs) will be half-day sessions. Before the start of the school year, in August, sessions listed below will be either full or half-day, depending on the content and depth of each session.

Month	Title	Topic/Area of Focus
August	<i>All About Scholarship Prep</i>	Organizational Culture, Mission & Vision
	<i>Program Imperatives: Athletics & the Arts (includes Aspen Research)</i>	Core Programs
	<i>Understanding PBL</i>	Instructional Program: Project Based Learning
	<i>Aligning Instruction with CCSS</i>	Common Core Standards-based Instructional design
	<i>Teamwork through PLCs</i>	Professional Learning Communities
	<i>Backwards Planning</i>	Instructional Design
	<i>Understanding Students with Disabilities</i>	Differentiation
	<i>Understanding English learners</i>	Differentiation
	<i>Understanding Foster Youth</i>	Differentiation
	<i>Understanding Gifted Students (includes Icons of Depth & Complexity)</i>	Differentiation
	<i>Illuminate Training</i>	Assessment & Data Analysis
	<i>Know Your Role: The Emergency Plan</i>	Site Safety Training

Month	Title	Topic/Area of Focus
	<i>Classroom Management 101 (includes Pyramid of Success)</i>	Classroom Management
	<i>Eureka, Wit and Wisdom, Studies Weekly</i>	Curriculum Training
September	<i>All Types of Texts: Bringing History and Art Into the English Classroom</i>	Wit and Wisdom/ELA: Arts/History Integration
	<i>Writing About Reading</i>	Authentic Assessments/ Expository Writing
	<i>Marzano's Best Practices (Pt. 1)</i>	Instructional Strategies
	<i>Unpacking the Standards (Pt. 1)</i>	CCSS
October	<i>Using Interim Assessments to Measure Student Growth</i>	CCSS Assessments
	<i>Using Data to Action Plan</i>	Instructional Design
	<i>Aligning Rubrics, Projects, & CCSS (Pt. 1)</i>	Project Based Learning
	<i>Unpacking the Standards (Pt. 2)</i>	CCSS
November	<i>Personal Goals/Evaluations</i>	Employee Evaluations
	<i>Knowing the CAASPP</i>	CAASPP Assessments
	<i>Marzano's Best Practices (Pt. 2)</i>	Instructional Strategies

Month	Title	Topic/Area of Focus
December	<i>Cognitive Rigor: Merging Bloom's Taxonomy with Depth of Knowledge</i>	Instructional Strategies
	<i>Unpacking the Standards (Pt. 3)</i>	CCSS
	<i>Civic Learning Projects</i>	Civic Learning
January	<i>Building An Organization of Excellence: From Good to Great</i>	Organizational Culture
	<i>Raving Fans</i>	Organizational Culture
	<i>360 Degree Leadership</i>	Leadership
	<i>Tracking Student Success: FILMS, SCORE Sheets, Coaching</i>	Intervention Program Monitoring
February	<i>Marzano's Best Practices (Pt. 3)</i>	Instructional Strategies
	<i>Marzano's Best Practices (Pt. 4)</i>	Instructional Strategies
	<i>Unpacking the Standards (Pt. 4)</i>	Instructional Strategies
March	<i>Preparing for the CAASPP</i>	CAASPP Assessments
	<i>Performance Tasks</i>	CAASPP Assessments
	<i>Aligning Rubrics, Projects, & CCSS (Pt. 1)</i>	Project Based Learning
April	<i>Student Academic Progress</i>	Promotion/Retention

Month	Title	Topic/Area of Focus
May	LIMITED PD DUE TO CAASPP	
June	End of Year Evaluation	Program Monitoring/Enhancement

Meeting the Needs of All Students

In addition to the highly effective structures offered at Scholarship Prep to support and challenge students, additional strategies will target students who may have additional needs—students performing far below or above grade level, students with low socioeconomic status, English Learners, foster youth, and Special Education students. On a frequent basis, faculty will review assessment data (including interim assessments, common assessments, teacher-created and publisher-issued quizzes and tests, writing assignments, etc.) in detail to plan and evaluate differentiated instructional techniques and identify students in need of interventions and additional supports, including potential referral for evaluation of a suspected disability. Modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students.

At Scholarship Prep, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, will receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Teachers will meet regularly to compare their student data, discuss student performance and concerns, and discuss instructional strategies, interventions, and enrichment.

Targeted intervention, called FILMS (described later in this section), will be provided to our students free of charge either before and/or after school in grades one eight until they demonstrate on an interim or local assessment that they are successfully mastering the class material.

Students performing above grade level standards will be given the opportunity to participate in studies that challenge and address their strengths.

Other components of the program that will assist in meeting the individual needs of all our students include, but will not be limited to:

1. Direct, effective instruction that incorporates re-teaching and remediation as needed;
2. Ample instructional planning time during each school day (such as when students are engaged in athletics or arts classes) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;

3. A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences;
4. Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
5. Various forms of assessment that are used to guide instruction;
6. Learning goals that are clearly articulated; and
7. High expectations for all students.

Teachers will assess all new students, and administer baseline assessments to returning students. These evaluations will be derived from state standards and include an English language assessment component (where applicable). Throughout the year, teachers will also assess students through informal measures such as checklists, class work and observations, and through more formal means, such as CAASPP testing and quarterly benchmark assessments (see Elements 2 and 3, below). Teachers will use the Illuminate database or other data analysis system to record results, where a color-coded flag indicates the need for close monitoring and systematic intervention. At this point, instructional modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students. In addition, teachers will provide individualized instruction for students during class, at break, or after school.

English Learners

More than 40 percent of students in California speak a language other than English, and about 25 percent of the entire student population is not yet fluent in English²². These 1.4 million English learners (ELs) represent a range of cultural, linguistic, and socioeconomic backgrounds; varying levels of formal schooling, proficiency in their native languages and English literacy; and a diversity of experiences in the home, school and community. These students enter school with language abilities very different from monolingual English-speaking students, who begin school with speaking vocabularies of between 2,000 and 8,000 words.

To support our English learners, Scholarship Prep will adopt and implement LAUSD's English Learner Master Plan and also incorporate the new ELD Framework, California English Language Development Standards (CA ELD Standards) to guide the instruction of English language development (ELD) and to supplement the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, and Science and Technical Subjects (CA CCSS for ELA/Literacy), Common Core State Standards for Mathematics (CCSSM), Next Generation Science Standards (NGSS), and history/social studies standards to support our ELs with academic content mastery.

²² Data Quest, Language Census Data for 2012-13, California Department of Education

To support the environment needed to assure that students needing English as a second language, Scholarship Prep will recruit teachers who have a secondary credential as well as bilingual or ESL endorsements (state authorization to teach ELs such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers will be trained in appropriate methods for teaching ELs at various levels of proficiency. These methods include preview and review strategies and after school tutoring programs that are coordinated with the regular curriculum and designed for ELs.

The Chief Academic Officer and Principal will train staff utilizing the Professional Learning Modules (PLMs) available on the Brokers of Expertise website that support teachers and administrators in delivering curricula aligned to the CA CCSS for ELA/Literacy, CCSSM, NGSS, and history/social studies standards. Scholarship Prep administration will review these modules to ensure that they include instructional guidance for teachers on recognizing where ELs will need additional language and strategic support in content subject matter areas. These modules must apply the CA ELD Standards to ensure English learner (EL) students have access to these content subject matter areas.

Scholarship Prep staff will also be trained using modules designed by the California Department of Education (CDE) and WestEd. Scholarship Prep plans to use this module to provide an introduction to understanding and using the CA ELD Standards to ensure EL students have access to the CCSS for ELA/Literacy. The content of the module will focus on using the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy during mainstream content instruction. The module includes two sub-modules: the first providing an overview and introduction to ELD implementation; the second exploring in further depth how the CA ELD Standards can be implemented with the CA CCSS for ELA/Literacy for content area instruction.

The CA ELD Standards sub-modules will provide Scholarship Prep teachers with opportunities to learn how to effectively prepare our ELs for college and career readiness. Module activities include guidance on how to provide ELs with instruction that supports their development of a) content knowledge and proficiency in English through meaningful interactions and b) deeper understanding about how English works.

Through these sub-modules, Scholarship Prep teachers will:

1. Understand the purpose, key concepts, and structure of the CA ELD Standards, including their alignment to the CA CCSS for ELA/literacy;
2. Develop an awareness of how to use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy by providing ELs with access to complex texts and intellectually challenging activities and highlighting and amplifying the critical language, knowledge about language, and skills using language in the CA CCSS for ELA/Literacy necessary for ELs to be successful in school;
3. Have opportunities to try out practices, reflect on their implementation, and create plans for implementing the CA ELD Standards; and

4. Become familiar with online systems where they can connect with other educators, find additional resources for teaching and learning, and extend their understandings of research-based practices for implementing the CA CCSS for ELA/Literacy and the CA ELD Standards.

Identification of EL Students

Scholarship Prep will meet all requirements of federal and state law relative to equal access to the curriculum for those who are English Learners (ELs). The goal will be to develop high quality instructional programs and services for ELs that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

Upon enrollment into the Charter School, all students will complete a home-language survey of languages spoken in the home. Students whose primary language is not English will be initially assessed using the English Language Proficiency Assessments for California (ELPAC) aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school and if there is no record of prior CELDT/ELPAC test results. Initial ELPAC assessment will take place within 30 calendar days of the date of first enrollment at the Charter School.

The English language proficiency of all currently enrolled English Learners will be assessed in accordance with the test contractor's directions and California Education Code guidelines. The ELPAC summative assessment will be administered to all eligible students during the annual summative assessment window. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC test, according to the guidelines set forth in the student's IEP. Scholarship Prep will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC summative assessment results within 30 calendar days following receipt of test results from the test contractor. Parents will also be encouraged to participate in the reclassification process through ELAC meetings, parent-teacher conferences, and meeting with the Site ELPAC Coordinator. Students will be monitored in conjunction with the California English Language Development Standards.

EL Servicing

Following Scholarship Prep's intensive focus on literacy and academic rigor, our students will move toward mastery of the English Language at a rapid pace. Based on the new ELD Framework, we believe that the best approach is through an inclusive structured Integrated ELD Program along with protected Designated ELD time. In this format, EL students are not segregated from their English-speaking peers. The program provides the extra support students need, while immersing them in the English language. All teachers with ELs in their classrooms will use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these

experiences, ELs develop an understanding of language as a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type.

Instruction will be made comprehensible to all EL students by the use of Specially Designed Academic Instruction in English (SDAIE) instructional methods and strategies, including visuals, graphic organizers, technology-based language development, and interactive communication. This support will enable them to develop the grammatical framework and vocabulary needed to become proficient readers and writers. Additionally, staff will support EL parents by providing translation for parent newsletters and other forms of communication as appropriate.

During Designated ELD, teachers with ELs will use the CA ELD Standards as the focal standards in tandem with the content standards to build in and on instruction from core content areas. Students' proficiency with academic English and literacy in the content areas will be the main focus of Designated ELD instruction. Teachers will support their students to develop the academic vocabulary and listening and speaking skills to successfully participate in academic tasks across all content areas. During Designated ELD, teachers will ensure that students have meaningful interactions with complex, relevant texts and with their peers. Students may discuss text structure, learn word meanings, complete close reading protocols to examine the language in a text they have already read, or engage in debates using language they have learned.

In addition to intervention programs (such as FILMS) offered before and/or after school, there are a number of elements of our regular academic program that will serve the needs of our EL students. The Doing What Works web page established by the Federal Department of Education²³ lists five specific strategies that have been proven to be highly effective for supporting EL students, and we are confident that our program incorporates these strategies during language arts, math, science, and social studies instruction:

1. Screen and monitor progress
2. Provide reading interventions
3. Teach vocabulary
4. Develop academic English
5. Schedule peer learning

Screen and monitor progress

The federal recommendation is that an effective program for ELs includes well-developed assessments for identifying student needs. This corresponds with Scholarship Prep's focus on data-driven instruction. We will assess our students' progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention.

²³ http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=6&T_ID=13&Tab=2.

Provide reading interventions

Recognizing that ELs are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core-reading program. As outlined previously, a key element to Scholarship Prep's educational program is regular small-group tutoring, FILMS, for students who are struggling. ELs will be supported during FILMS through pre-teaching of vocabulary, use of graphic organizers, extended time on writing and reading assignments, explicit grammar instruction, and small group work as no more than 10-12 students will attend any FILMS session. The Department of Education recommends that the intervention "utilize fast-paced, engaging instruction."²⁴ This aligns with our philosophy that instruction should be rigorous and bell-to-bell instruction is a daily occurrence.

Teach vocabulary

One of the most important components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. Research shows that effective vocabulary instruction:²⁵

- Teaches vocabulary in context.
- Gives students tools to expand work knowledge independently.
- Reinforces word learning with repeated exposures over time.
- Stimulate students' awareness and interest in words.
- Encourage students to read widely.

Develop academic English

For ELs to have academic success, it is essential that they develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. At Scholarship Prep, vocabulary development is part of all subjects—not only ELA/Literacy—and includes explicit scaffolding of higher-order academic tasks.

Scholarship Prep teachers will identify vocabulary words to be explicitly taught during lesson planning. Grade level teachers will ensure that common vocabulary acquisition strategies are being used across all classrooms (Frayer model, word mapping, etc.) All curriculum that will be used in the classroom will have identified vocabulary as part of its core features and, as applicable, curriculum will contain EL supports.

²⁴ Ibid

²⁵ William G. Brozo and Michelle L. Simpson. 2003. *Readers, Teachers, Learners: Expanding Literacy across the Content Areas*. Pearson Education: Upper Saddle River, NJ.

Schedule peer learning

Students improve their mastery of language through use. The Department of Education's recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills.

Therefore, our instructional methodology of a project-based learning approach inherently incorporates peer interaction, teamwork, and guidance. When used frequently, we expect there will be a significant cumulative increase in authentic language practice and use.

Intervention

EL students demonstrating difficulties in achieving academic proficiency will be monitored by their teachers using the same *SCORE Sheet* process as other students. Scholarship Prep will ensure all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards. With the Charter School's focus on literacy, teacher professional development will focus on developing reading and writing skills of EL students. Our goal is to help EL students move rapidly through the levels of English language proficiency and ultimately become reclassified as Fluent English Proficient (R-FEP). Research shows that once a child achieves the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work.

Dependent upon the student's grade level and/or English Language proficiency levels, Scholarship Prep will ensure the student is receiving an intervention program as needed for English language acquisition. Scholarship Prep students who are two (2) or below on the ELPAC and below grade level on schoolwide and teacher assessments will be identified for additional support and assigned to FILMS, in addition to grade level ELA/Literacy and/or assigned math course.

EL students suspected of having a possible learning disability are referred to the Student Success Team (SST) for intervention/assessment. If necessary, and with parental/guardian consent, Scholarship Prep will determine a student's eligibility for Special Education services as needed.

How the Program Will Meet the State ELD Standards

Our programs to support English Learners are based on the new California ELD Standards. Our program will meet the new state ELD standards by ensuring that EL students have:

- Access to differentiated supports
- Additional support staff to provide targeted intervention
- The ability to regularly engage in debate and academic discourse in the classroom
- A teacher that assumes the role of facilitator frequently, allowing students to engage with one another via negotiation, offering and supporting opinions, and applying new vocabulary in response to questions or comments.
- Frequent opportunities to express themselves in written forms via, essays, research papers, and short answer responses.

- Targeted intervention during the school day and, if the parent consents, before and/or afterschool intervention.
- Access to participate in culminating projects that showcase their written and oral language development through our project-based learning model.

Process for Annual Evaluation of the Charter School's English Learner Program

Each year, we will examine our ELPAC data, reclassification rates, and our SBAC and/or NWEA EL subgroup data as a tool to determine which components, if any, of our EL program need improvement or revision. Our charter has set aggressive benchmarks for EL reclassification. If we find that we are not meeting the benchmarks set-forth in the charter, we will make the necessary modifications to best meet the needs of our EL students.

Exiting the ELD Program

English Learners will participate in the annual administration of the ELPAC until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). The reclassification process will utilize multiple criteria and is consistent with guidelines approved by the State Board of Education including:

- Assessment of language proficiency
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery
- Parental opinion and consultation
- Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

A student's score on the state assessment (e.g., Smarter Balanced Computer Adaptive Test) of Meeting or Exceeding Standard will indicate that the student may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. The achievement of students scoring below the cut point will be analyzed to determine whether factors other than English language proficiency are responsible for low performance on the state assessment and whether it is reasonable to reclassify the student. Scholarship Prep will base a decision to reclassify on ELPAC results, teacher evaluation, parent consultation, and other locally available assessment results. The testing coordinator will continue to monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA).

Prior to students exiting the ELD program, the EL coordinator and site administration will obtain parent approval during a Parental Opinion & Consultation session/meeting.

Monitoring Progress of ELs and reclassified (RFEP) students

Scholarship Prep will take a systematic approach to monitoring the progress of EL students toward English proficiency. Teachers will assess student progress, both formally and informally, multiples times yearly. This data will be analyzed to determine individual proficiency levels, modify instruction, and support parental conversations. Teachers will regularly examine student progress toward ELD standards in order to modify curriculum and instruction to ensure that students meet annual goals. Scholarship Prep will also monitor the progress of students reclassified as RFEP for two years following reclassification to ensure that they maintain English proficiency. We will retest any students who appear to not maintain proficiency and may reclassify these students as ELs once again if indicated by the school's criteria as subject to and as permitted by applicable law and in conjunction with the students' parents.

Monitoring Progress of Long Term English Learners

Scholarship Prep will track performance of those students currently classified as Long Term English Learners (LTELs) and those At-Risk of Becoming LTELs. Our Chief Academic Officer, Site ELPAC Coordinator, and site administration will meet at least annually to determine those students who have not shown significant progress on reclassification criteria or who have yet to Meet or Exceed Standards on the English Language Arts CAASPP after 3 years of test administration. Daily explicit vocabulary and language development will be embedded in our instructional design. These students will have full access to our intervention programs, including FILMS. Our District and Site ELPAC Coordinators will meet the students' teachers and parents to identify the most effective supports needed for English language mastery. Each teacher will be provided a roster of students who are LTELs or At-Risk of Becoming LTELs. Additional supports may be provided to these students, including extended instructional time, use of bilingual materials as appropriate, explicit phonics instruction, and pre-teaching.

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

While we believe that Scholarship Prep students achieving above grade level will be challenged by our rigorous curriculum, students earning exemplary scores on standardized tests (including CAASPP and CAST for Science), or otherwise identified by the staff as high achieving (based on professional development each year in identifying potentially gifted students), will benefit by the following components to ensure engagement and academic progression:

- Rigorous literary and expository texts
- Incorporation of the Icons of Depth and Complexity for classroom assignments and projects
- Data-driven and differentiated instruction
- Extensive independent reading aligned to a student's reading level, as measured through lexile levels
- Additional opportunities to attend field-trips and academic workshops

Scholarship Prep will integrate its gifted students into the general education population, differentiating curriculum appropriately.

According to Kaplan (1988), differentiated curriculum for Gifted Students should do the following:²⁶

1. be responsive to the needs of the gifted student as both a member of the gifted population and as a member of the general population.
2. include or subsume aspects of the regular curriculum
3. provide gifted students with opportunities to exhibit those characteristics that were instrumental in their identification as gifted individuals.
4. not academically or socially isolate these students from their peers.
5. not be used either as a reward or punishment for gifted students.

At Scholarship Prep, we will seek to meet the needs of our gifted students in a variety of ways. We will differentiate instruction to ensure that our students are engaged in rigorous thought through appropriate pace, depth of study, and various methodologies of exhibiting mastery of given skills and concepts. During school, we will offer engaging, cooperative learning opportunities for gifted students to work independently and with peers through our project-based learning model. As we expect all of our students to engage in leadership opportunities, we encourage our gifted students to become peer leaders, by taking on leadership roles in student clubs, student council, as well as organizing and managing certain student activities.

Examples of Differentiated Classroom Instructional Strategies for Gifted Students

The curriculum and instruction at Scholarship Prep will be designed to meet the needs of students at all ability levels. To meet the needs of our gifted students we will employ a variety of instructional strategies to provide our students with additional challenge. General strategies for differentiating curriculum for our gifted students will include:

1. Varying the pacing of a lesson. Our teachers will allow our gifted students some flexibility in how they demonstrate mastery of a given objective. Students who demonstrate mastery may express interest in a particular aspect of a lesson and may want to extend the time spent.
2. Delving deeper. We will encourage our students to heighten their attention to details. Students may analyze trends, theory, formulas, and unanswered questions, enriching the curriculum for gifted students.
3. Differentiate for complexity. Gifted students may link ideas across disciplines. We will encourage our students to make connections between mathematics and art, science, ELA, history, and music and to look at their development over time.

Staff will be given information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development for gifted students. All Gifted identified students will receive differentiated instruction, and the use of depth and complexity in questioning will be comprehensive. Appropriate pacing will be used to challenge each student to reach his/her maximum potential.

²⁶ Heward, William L. 2000. *Exceptional Children: An Introduction to Special Education*. 6th Ed. Prentice Hall: Upper Saddle River, NJ.

Project-Based Learning and the Gifted Student

Aside from the obvious motivational characteristics of working with authentic problems in an environment that nurtures independence, self-selection of topics, and an emphasis on professional products, gifted students exhibit qualities often associated with expert problem solvers, making PBL a natural methodology for them. Expert problem solvers have broad knowledge bases; gifted students acquire information quickly. Experts look for the deep structure of a problem; gifted students demonstrate this kind of conceptual learning at an early age.

Experts have many skills in their repertoire and use them flexibly; gifted students learn to carefully select problem-solving strategies as they work through problems. Expert problem solvers monitor their problem-solving processes while gifted students spontaneously use metacognitive skills and show early recognition that many questions have more than one right answer. In addition to the skills of problem solving, PBL also appeals to gifted students because the content is conceptual, the pace is appropriate because so much of it is self-directed, and they can regroup within the larger group with students who want to pursue similar aspects of the overall problem.²⁷

Identification Process

Scholarship Prep will use a variety of assessment measures, including standardized assessment data and other formative assessments, to identify students who are potentially gifted or high achieving. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services.

Another method of assessment that may be used for gifted students includes the Renzulli Profiler, which provides an accurate, comprehensive analysis of an individual student's academic strengths, interests, learning styles, and expression styles. By contrast, the same process could take a classroom teacher working independently months to complete. This profiler is available for primary, secondary, and Spanish-speaking students, and allows teachers to guide instructional strategies and classroom management based on a deep understanding of their students' needs. Additionally, the Renzulli Profiler can guide each student through learning activities matched to his or her personal profile, helping teachers more efficiently differentiate learning for all students.

Scholarship Prep teachers and instructional leaders will inform parents and guardians when their child is suspected of being gifted or high achieving so that parents can work with teachers to seek appropriate challenges and opportunities for their child, including possible admission into GATE high school programs.

Scholarship Prep will also recognize students who are GATE identified by the previous school they may have attended and provide them the appropriate differentiated

²⁷ Swicord, B, Ed.D. National Society for the Gifted & Talented. "Problem-Based Learning: A Promising Strategy for Gifted Students" found at <http://www.nsgt.org/problem-based-learning/>

curriculum. The Charter School will notify parents of their child's identification status by a letter sent home to the child's parents in their home language.

Students Achieving Below Grade Level

Scholarship Prep anticipates serving a significant number of students who will be one or more years below grade level. Students will be identified as achieving below grade level and/or at risk of low achievement based upon the following criteria:

- Achieving one year or more below in Math or ELA/Literacy based on initial benchmark assessments at the beginning of the year or prior year standardized test data (where available);
- Consistently score below 70% on interim and classroom assessments;
- Consistently fails to complete homework assignments; and/or
- CAASPP (Smarter Balanced, CAA, etc.) scores in Math and/or ELA/Literacy below grade level (or equivalent measure on new tests as determined by the state).

Our instructional team of staff and administrators are prepared to work with a diverse student population, and to focus intensively on those who struggle academically and perform below expectations. Scholarship Prep understands that students can find themselves struggling for a variety of reasons. These students will be identified through past performance as recorded on transcripts; standardized tests; discussions with parents; IEPs; benchmark assessments; writing samples; and ongoing one-on-one communication between parent, teacher, and student.

All students at Scholarship Prep will benefit from a curriculum that is designed around a full array of graded assignments that afford students varied ways to demonstrate mastery of content. These include class discussions; quizzes; journals; essays; creative writing papers; research projects; group projects; exams; reviews/case studies; and portfolio pieces, in addition to the CAASPP system of assessments.

Scholarship Prep will provide teachers with varied instructional suggestions to help all students towards mastery of the standards, regardless of their different learning styles and levels of challenge. Modified instructional design and delivery adapted to the needs of low achievers will also emerge from the data-driven changes to instruction that will be discussed.

Scholarship Prep will use diagnostic assessments in reading, writing, and math to help identify struggling students during the first semester and throughout the year. As appropriate, struggling students who were not identified upon enrollment will be referred to the Student Support and Progress Team (SSPT). The referral process includes Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend interventions as appropriate.

Intervention

Students not showing mastery of standards will be identified through data from the Smarter Balanced assessments, local assessments, and/or teacher-created assessments. Students will be targeted for additional academic support based on their progress, assessment performance, or other methods of identification deemed appropriate in order to ensure success.

Despite the significant amount of individualization and interventions built into Scholarship Prep curriculum, some students may need additional attention and/or services. Scholarship Prep will implement intervention plans/programs to address students requiring additional assistance. They will include, but are not limited to the Coaching Program, SCORE (Student Contract of Outcomes to Reach Excellence) Sheets, FILMS (Focusing on Individual Learning to Master Standards), and Student Success Team meetings.

SCORE (Student Contract of Outcomes to Reach Excellence) Sheet

The Scholarship Prep SCORE Sheet will be used to identify a student's academic and/or social-emotional needs, and to determine appropriate interventions to facilitate growth. *The creation of a SCORE Sheet is at the discretion of the grade level teacher(s) or the Principal in conjunction with the students' grade level teacher(s). The SCORE Sheet contains information regarding academic and health profile status (IEP, 504, Gifted Education, EL, Retention, SST, etc.), grade progress, CAASPP overall and claim scores, interventions utilized (modified homework, FILMS, visual aides, preferred seating, etc.), and checkpoint dates to monitor progress. The grade level teacher(s) will be responsible for maintaining the information as the year progresses and conducting meetings with parents and appropriate staff members.*

Scholarship Prep will use the SCORE Sheet to inform parent(s)/guardian(s) that their child is performing below grade level. The SCORE Sheet will be used with all identified at-risk students to allow teachers to collaborate on the best strategies and utilize past successful interventions that may be helpful to ensure academic growth. The SCORE Sheet will include targeted objectives and goals focusing on the student meeting grade level standards. The parent(s)/guardian(s), teacher, and student (as determined by teacher) will attend all meetings in order to set goals and objectives.

Data will be gathered through statewide and frequent local assessments performed in the core subject areas. Teachers will have tools to track all of their students and ensure they are making sufficient progress. The SCORE Sheet will be updated to identify if interventions have been successful, or if additional intervention is necessary.

If a student is deemed as making "adequate progress," the student continues to be monitored to ensure academic success. If by the end of the school year the student is not making adequate progress, further and/or more intensive remediation/intervention will be considered, including, but not limited to, retention, special education assessment, etc.

FILMS (Focusing on Individual Learning to Master Standards)

FILMS is an intensive intervention program designed for students in grades 1- 8 who are performing below grade level in ELA/Literacy and/or Mathematics. Students will be selected for FILMS based on multiple data points, including formative assessment data, parent request, CAASPP scores, NWEA MAP scores, and student work samples. FILMS sessions will be held before and/or after school for definitive time periods (4-10 weeks) at least once a year. Teachers providing this intervention will design targeted instruction geared toward helping students improve their academic knowledge in the core instructional areas listed above, all provided in an instructional setting designed to accommodate a more individualized approach. Student progress will be monitored on a consistent basis, and as students attain grade level proficiency, they will be promoted from this intervention.

Coaching Sessions

All students will start their academic day with a coaching session. Through the Coaching Sessions, no student is allowed to “fall through the cracks” either academically or social-emotionally. The coaching focuses on personal, academic, school and family connections, and incorporates the components of the Pyramid of Success in daily lessons.

During the sessions, students are given direct and guided instruction on the Pyramid of Success. Students may also be engaged in team building activities to build community and reinforce the Charter School's values. Students are expected to exhibit these traits on a daily basis inside the school building and in the community. The quality of work students submit in class, daily classroom behavior, interactions with peers and staff, and level of preparedness for class are evaluated based upon the Pyramid of Success.

Student Support and Progress Team (SSPT)

If a student is struggling either academically or socially, the teacher may use intervention strategies to remedy the problem. If further intervention is needed, a pre-referral process is utilized. The pre-referral process specifies interventions the classroom teacher has previously attempted, along with the outcomes. At this point, the teacher or parent can request an SST meeting. The team includes: the parents, the teacher, an administrator or designee, the Student Success Team Coordinator, and may also include the resource specialist, nurse, psychologist, and student, as deemed appropriate. The team will identify the student's strengths and weaknesses, document behavioral, and/or attendance concerns, and develop a “Success Plan.” Often, the plan includes a follow-up meeting. Students who need psycho-educational testing may be referred through the Student Success Team.

Student progress and the effectiveness of modifications will be monitored by utilizing performance data software, such as Illuminate, teacher observations, and collaboration between all involved staff. In Professional Learning Communities (PLC), teachers will develop strategies for student achievement and discuss ways to meet the needs of all students. Prior to students being referred to the SST, teachers will meet at grade level to confer about student concerns and potential classroom accommodations and modifications.

At Scholarship Prep, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, will receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Teachers will meet regularly to compare their student data, discuss student performance and concerns, and discuss instructional strategies, interventions, and enrichment.

Targeted intervention, called FILMS, will be provided to our students free of charge either before and/or after school to students in grades one eight. Students performing above grade level standards are given the opportunity to participate in studies that challenge and address their strengths. Enrichment field trips are provided at various times throughout the year.

Other components of the program that will assist in meeting the individual needs of all our students include, but will not be limited to:

- 1) Direct, effective instruction that incorporates re-teaching and remediation as needed;
- 2) Ample instructional planning time during each school day (such as when students are engaged in athletics or arts classes) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
- 3) A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences;
- 4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
- 5) Various forms of assessment that are used to guide instruction;
- 6) Learning goals that are clearly articulated; and
- 7) High expectations for all students.

Teachers will assess all new students, and administer baseline assessments to returning students. These evaluations will be derived from state standards and include an English language assessment component (where applicable). Throughout the year, teachers will also assess students through informal measures such as checklists, class work and observations, and through more formal means, such as the CAASPP assessments, and local benchmark assessments. Teachers will use the Illuminate database or other data analysis system to record and track student performance. At this point, instructional modifications such as differentiated instruction and scaffolding will be used to address the needs of individual students.

Attendance

Scholarship Prep believes that student attendance directly contributes to academic success. Therefore, Scholarship Prep will have a school-wide goal of 95% daily attendance. Parents will be made aware of Scholarship Prep's attendance policy to ensure the daily attendance goal is met for each student.

Student Recognition

As part of our core philosophy to encourage students to excel, a school-wide recognition system will be used. Accomplishments will be recognized in a way that promotes future achievement and supports our mission of building the foundation for lifelong learning and success, as well as the pursuit of higher learning endeavors. Awards will be distributed to deserving students who have met or exceeded the Charter School's high expectations. A variety of events will be held to honor student achievement and academic success.

Student Conduct & School Culture

The student conduct policy at Scholarship Prep will be designed to ensure that each student has the opportunity to learn in a safe and secure environment, as well as meet the expectations set forth by the Pyramid of Success. Our aim is to develop responsibility, good citizenship, and respect for others. Each teacher has standards for classroom behavior and an appropriate reinforcement system, which will be communicated to parents at the beginning of the year at Back to College Night. The school-wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive.

The Administrators will discuss and model these expectations at grade level assemblies at the beginning of the school year. Students who consistently follow these rules will be rewarded on an individual and school-wide basis. "Success Tickets" will be given to students who display outstanding sportsmanship and helpfulness on the playground. These "Success Tickets" may be redeemed for rewards.

In the most successful schools serving urban children, school culture plays an important role in driving academic achievement. All members of the school staff hold high expectations for students throughout the school day. Behavioral expectations are consistent school-wide and result in less off-task behavior and more time on academics. Their attention to minor details teaches children the importance of paying attention to details, taking pride in the quality of their work, and understanding the importance of maintaining a professional appearance. Simultaneously, teachers are sending the message that they truly care about what the children do. They take a "no-excuses" approach to education, and subsequently, adults stop making excuses as to why students cannot learn and do the necessary work so that all students can learn, and students stop making excuses and rise to meet the school's high expectations.

We believe that every child wants to behave well, and will rise up to the expectations of the primary adults in their lives. We will establish a positive, caring atmosphere where students feel safe and successful while being held to high standards of behavior at all times. A strong school culture is the foundation of student discipline, utilizing student engagement strategies. Behavioral expectations will be consistent from classroom to classroom.

At Scholarship Prep, all students will be expected to adhere to a Dress Code and practice common courtesies (please, thank you, and proper greetings), use good table manners at recess periods, and learn how to converse respectfully with their peers and with adults. All the school's high expectations will be explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors will be rewarded, serving as a model for peers.

Socioeconomically Disadvantaged/Low Income Students

Scholarship Prep seeks to serve a population comprised in most part of students who are socioeconomically disadvantaged. Our program is explicitly designed to meet the needs of these students, both academically and through additional non-academic supports: strong college-bound culture, consistent emphasis of high expectations, exemplary instruction, more time to learn, leadership and teachers dedicated to a standards-based, data-driven curriculum and instruction. These things will be accomplished through frequent assessment and parental involvement, while providing a safe, structured learning environment. Scholarship Prep may also provide nutritional programs, extended school hours, offer parent and student workshops on Life Skills, and field trips to expand our students' world view. Students may also have access to counseling services. Socio-economically disadvantaged students will be provided services by credentialed teachers, staff, and appropriate service providers before, during and/or after school.

To put students on the path to and through college, the mission, vision, and instructional programs of Scholarship Prep are designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. Scholarship Prep will seek to serve a similar population. At its core, Scholarship Prep believes in high expectations for each of its students regardless of background.

Scholarship Prep has designed its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

- More time to increase the learning opportunities and literacy experiences, including supplemented day
- Vocabulary, including anchored word instruction
- Real life experiences to build schema
- "College Bound" culture with each classroom named after a college or university
- Visitors and guest speakers sharing their experiences

- Working with families to create supportive learning environments at home and increase literacy experiences
- Flexibility in meeting times with families
- Workshop time to support students based on their needs
- Taking home books to ensure students are reading at home
- Focusing on the development of phonemic awareness
- Providing opportunities for technology, physical education, art and music instruction
- Field trips and college visits, such as UCLA's "I'm Going to College" program
- Tutoring and homework support
- Incorporating technology to increase exposure to the greater world
- Targeting the interests and personal connections of the learners
- Offering civic learning to extend experiences and develop the sense of reciprocity
- Counseling services
- Parent workshops on topics such as nutrition and ways to support learning at home

Low-income students will be identified by eligibility for the federal free and reduced lunch program. As we anticipate the vast majority of our students qualifying for free or reduced lunch, their progress will be monitored through the Charter School's internal data analysis systems.

Students in Other Subgroups

Students in other subgroups such as Foster Youth, Standard English Learners, and Homeless Youth will be immediately identified through our registration and enrollment process. Our trained staff will identify students in these subgroups and we will communicate offered and potential support and services. We will partner with and other institutions and agencies based on individual student need. Scholarship Prep seeks to address the needs of all students and is uniquely suited to do so. Our school program and personnel will be particularly supportive to homeless youth and students in foster care. Scholarship Prep currently employs a Foster Youth and Homeless Education Services Coordinator. This position focuses on the identification of and providing services for homeless and foster youth. Through this person, who must be a credentialed school counselor, foster and homeless students will have access to support services that will focus on their emotional, physical, and mental wellbeing. We will provide support of students' basic needs, from referrals to external service providers. Scholarship Prep Santa Ana is a countywide benefit charter, providing services to foster youth and their families. We have proven to be an environment that is welcoming and inclusive for a diverse student body, including those in foster care, homeless youth, and other special needs. These students will be identified through family and staff referral. Scholarship Prep will track these students' enrollment numbers as well as their academic and social-emotional success through the Foster Youth and Homeless Education Services Coordinator, Executive Director, and grade level teachers.

A Typical Day

A visitor to our Charter School would observe our core beliefs and values in practice on a typical day by “shadowing” any randomly selected student. Students arrive for a start time of 8:15 a.m., in their Scholarship Prep-themed attire, walking the pathway to the front doors, aligned with university garden flags representing our collegiate theme. Most students walk to school from close by neighborhoods and some are dropped off by parents. Parent volunteers, a vigilant principal, and teachers greet students as they arrive. Students gather on campus in a safe, secure, and welcoming atmosphere that reflects the diversity of the community and the school's focus on preparing students for a college scholarship with university-themed décor exhibited throughout the school and in classrooms.

On regular school days, students may be receiving free, targeted tutoring in our FILMS (Focusing on Individual Learning to Master Standards) classes before school to improve grade level standards mastery, practicing their artistic skills in studio art class, warming up during a morning athletics activity, or preparing awesome activities for the study body through ASB (student government) meetings. School begins when students hear a university fight song playing over the speaker system rather than a school bell. Except for emergency drills, the sound of school bells will be replaced by prominent university fight songs. All universities are selected based on Graduation Success Rate and Academic Success Rate, measures used by the NCAA to rank the academic programs and degree attainment rate for collegiate student-athletes. The day begins for most students with a quick morning warm-up. This includes a physical activity, such as jumping jacks, to enable blood to flow to the brain, activating each student's capacity to learn, yet another practice supported by research.

Their teacher will welcome them into the “university” (classroom) to begin the coaching session. This component of the school day is designed to ensure students don't “fall through the cracks” either academically or social-emotionally. The coaching focuses on the incorporation of the Pyramid of Success as a way to implement character education. Character development is an important component of the Scholarship Prep program.

Students begin the first of multiple 45-60 minute periods per day following the coaching session. Students learn in either large group or in small, collaborative, and interactive groups within their class of approximately 30 students. These smaller units within a class are small enough to ensure that each student receives individual attention, while at the same time fosters productive project-based learning, the primary instructional program at Scholarship Prep.

Teachers begin each period by recording attendance on their computer using the school's data management system. Daily attendance information is sent to the office and parents of students who are absent or tardy are called.

The emphasis in core classes is on rigorous grade appropriate standards-based instruction with high expectations for all students. California content and Common Core standards are clearly evident as the focus of instruction in the agenda for the day

displayed in each classroom on a white board or chart. Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient or higher work on grade level standards. Students are actively engaged in their learning through authentic discussions about what they are learning in pairs, small group, or whole class interaction. Best practices of instruction and classroom management are evident. Teachers have been trained to incorporate Marzano's Best Practices as well as the essential practices of Project-Based Learning based on The Buck Institute for Education. Driving questions across the content areas are infused with thought-provoking academic rigor, aligned to grade level standards, to produce longitudinal learning at the peak levels of Depth of Knowledge.

Teachers involve students in defining and understanding criteria for their "best work" so that students are able to judge their own progress and achievement, and understand the importance of self-reflection. Teachers define clear expectations so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate collaborative, student learning using a variety of instructional materials and resources including digital content and print resources, such as those provided through Wit and Wisdom, Eureka Math, Studies Weekly, and the DBQ Project. Integrated technology is embedded in all classes through the use of Mystery Science, Freckle, Newsela, Raz Kids and more. Google Classroom is used by teachers to facilitate active discussions, project-management, or to monitor student writing by way of Google Docs.

Courses offered include rigorous requirements for all students as well as athletic and art electives to prepare students for a scholarship-designed pathway once they promote to ninth grade. Specialized courses such as FILMS provide intervention to accelerate learning for English learners or students performing below grade level and enrichment for high-achieving students. Some elective-based courses for students include nutrition, graphic design, and baseball. Other non-core classes included as part of the regular school day include foreign language (Mandarin or Spanish) and athletics and arts electives such as music/band, soccer, and studio art.

Throughout the day, staff, parent volunteers, and visitors will notice that students are self-directed and show respect for each other and their school. Within the school facility, students see examples of quality student work aligned with Common Core standards displayed inside and outside their classrooms.

After school, the campus is buzzing with extra curricular activities that include student interest clubs, cheerleading and competitive sports, visual and performing arts events, as well as with parent and community members to whom the campus is open. Some students will attend FILMS (after school tutoring) if they are performing below grade level based on interim and teacher assessments. This tutoring is one of a number of possible interventions detailed on their SCORE Sheet (individualized learning plan).

After school, students can access ST MIND Math, Freckle, and Newsela as well as Google Classroom features in order to access information/resources provided by the teacher, or even engage in a digital conversation with their peers or teacher related to ongoing projects.

Any student interviewed will proudly tell visitors, "I'm preparing to receive a college scholarship one day." They are likely to be the first in their family to have the expectation and the opportunity to go to college...and if not the first...then yet another.

ELEMENT 2: Measurable Student 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.

Scholarship Prep believes that student assessment measures should be multi-tiered and not solely reliant on singular measures such as state testing results. Scholarship Prep will utilize the Backward Design planning model described in Element 1 to ensure the validity of assessments used to measure the learning that has taken place in the

classroom. The planning phase will take place, in part, during the PLC process and will incorporate pre-assessments to determine student competency of content prior to instruction. Using this process will provide efficient lesson planning and more targeted differentiated instructional strategies. This model aligns with the project-based assessment model, allowing for more fluidity and flexibility for teachers and greater learning potential for students.

Measurable Goals of the Educational Program

Scholarship Prep has clearly defined schoolwide outcome goals in compliance with California Education code sections 52052 and 52060(d), which can be found in Element 1, Goals and Philosophy in the completed "LCFF State Priorities" table.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Scholarship Prep has clearly defined schoolwide outcome goals in compliance with California Education code sections 52052 and 52060(d), which can be found in Element 1, Goals and Philosophy in the completed "LCFF State Priorities" table.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Scholarship Prep will conduct additional formal and informal assessments to collect student achievement data throughout the school year, to show mastery in grade level standards. This includes, but is not limited to:

- Interim assessments in ELA and Mathematics,
- Benchmark assessments in Reading, Writing, and Mathematics,
- Basic Phonic Skills Test (K-3),
- Teacher created summative assessments,
- Teacher created formative assessments, and
- Project-Based assessments.

The following chart outlines the tentative assessment calendar:

Assessment	Beginning	Year-End	By Semester	Ongoing
Interim assessments in ELA			X	
Interim assessment in Mathematics			X	
NWEA/MAP (K-2)	X	X		X
Reading Benchmark	X	X		
Writing Benchmark	X	X		
Mathematics Benchmark	X	X		

Assessment	Beginning	Year-End	By Semester	Ongoing
Basic Phonic Skills Test (K-3)	X	X		X
Teacher created summative and formative assessments				X
Project-based assessments				X

The assessment results will be analyzed during PLC meetings to help drive instruction. Individual student results in all content areas will be shared with parents during conferences, as well as through progress reports and report cards. Assessment results will also help identify students who require differentiated or gifted instruction. All students will be assessed, including special education students, English learners, gifted students, and low achievers. Additional support and resources may be provided to these subgroups of students. Special education students will be assessed in accordance with the goals outlined in their Individualized Education Plans (IEPs).

The following chart shows how each student outcome will be assessed:

Student Outcome	Assessment
Increase made on benchmark and interim assessments towards subject matter competency for all numerically significant subgroups.	<ul style="list-style-type: none"> Semester Benchmark assessments in Reading, Writing, Mathematics, and Phonics (K-3) Interim assessments in ELA and Mathematics
At least 50% of ELs taking the ELPAC will increase their performance level and/or be reclassified by the end of the charter term.	<ul style="list-style-type: none"> ELPAC Test
Student goals achieved both schoolwide and for all numerically significant subgroups.	<ul style="list-style-type: none"> CAASPP in ELA and Mathematics (3-8) CAA in ELA and Mathematics (3-8) CAST in Science (5 and 8)
Students will perform equal or better than local and/or comparison schools on the CAASPP.	<ul style="list-style-type: none"> CAASPP in ELA and Mathematics (3-8)

Student Outcome	Assessment
Increase results on benchmark and interim assessments towards grade level completion both schoolwide and for all numerically significant subgroups.	<ul style="list-style-type: none"> • Semester Benchmark assessments in Reading, Writing, Mathematics, and Phonics (K-3). • Interim assessments in ELA and Mathematics
Standards met or exceeded on assessments.	<ul style="list-style-type: none"> • CAASPP in ELA and Mathematics (3-8) • Semester Benchmark assessments in Reading, Writing, Mathematics, and Phonics (K-3) • Interim assessments in ELA and Mathematics • Formative and Summative assessments • Project-Based assessments

Data Analysis and Reporting

At the beginning of the school year, student assessment scores from the previous year will be analyzed. Data from both the state and local assessments will be compiled into a school data-management program to allow teachers to access the results in order to monitor individual student progress. Teachers will be given a list of students who scored below grade level proficiency in specific subjects. Scores from the state, interim, and benchmark assessments will be used in the analysis. Low-performing students will be monitored and supported from year to year.

Teachers will be trained to analyze the data using a school data-management program, such as Illuminate. Individual and group trends will be analyzed to determine whether or not modifications are necessary to ensure that the instructional program is meeting students' needs. A Student Information System (SIS), such as Aeries, will also be used to disaggregate data for multiple purposes, including attendance data and student performance data. Due to the CAASPP assessments, Scholarship Prep will adjust its data reporting and analysis, as necessary, to align with the new state accountability model.

Results from the assessments will be continuously analyzed by administration to direct the Charter School's progress. Information regarding the Charter School's performance towards the goals and measurable outcomes will be distributed to the Charter School community and other interested parties

"The number one ingredient [for school success] is the teaching staff, but in addition to that is the curriculum development process."²⁸ To realize our mission we must provide

²⁸ Edwin Chang and Gerard Robinson. National Alliance for Public Charter Schools. "The Color of Success: Black Student Achievement in Public Charter Schools." June 2008.

our students with a rigorous educational program. The foundation of Scholarship Prep curriculum is based upon all of the California Content Standards, including CA CCSS.

A Nation at Risk defined a school that is a place of excellence as one “that sets high expectations and goals for all learners, then tries in every way possible to help students reach them.”²⁹ Instructional excellence and extended time is essential to reach mastery. All faculty and staff members of Scholarship Prep will be engaged in an intensive professional development training prior to the start of the school year. There will be three main components of the orientation: standards-aligned curriculum development and data-driven instruction, assessment and accountability, and the creation and maintenance of an achievement-oriented, college-bound school culture.

Scholarship Prep staff will be trained on how to interpret standardized test data, and will be engaged in critical analysis of the data in order to determine how the Charter School can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based instruction, so that teachers enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly. Professional Learning Community (PLC) staff will use data to analyze their instructional programs at their particular grade level. Grade level teams will meet weekly for this purpose. Each team will develop an action plan to address specific grade level needs, as well as individual student needs revealed by the results of the assessment data. In this way, staff will be continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. The instructional staff will use an online record system to facilitate data collection and analysis of the instructional program as it relates to meeting current California State Standards.

Additional data points will be implemented and analyzed, including annual parent surveys, LCAP surveys, and the School Accountability Report Card (SARC) to provide the public with important information about our school's progress toward achieving its goals.

Grading, Progress Reporting, and Promotion/Retention

A student grading system will be developed by the faculty of Scholarship Prep in collaboration with the Principal and Executive Director, aligned to CCSS. Grading will be based on the following assumptions and guidelines:

- Grades will be seen as a formal mechanism to hold students accountable for their own learning and achievements.
- Formal assessment and reporting periods will be established.
- Grades will be reported at the end of each reporting period and will be provided to students and parents/guardians.

²⁹ *A Nation at Risk*. www.ed.gov/pubs/NatAtRisk/risk.html

- Grades will be accompanied by narrative descriptions of student progress and by student portfolio work.
- Students will be engaged in their own self-assessments and will be guided to develop a formal portfolio of work to present to their parents/guardians and teachers at formal assessment periods.
- Student exhibits will be used as an additional means to publicly highlight student accomplishments and to inspire improvement.

The purpose of a standards-based reporting system is to provide parents/guardians, teachers and students with more accurate information about students' progress toward meeting content standards. By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are learning what they should in each grade. Parents/guardians will be more aware of what their children should know and be able to do by the end of each grade level.

The report card will list the most important standards students should learn in each subject at their particular grade level. Instead of traditional letter grades, students will receive a mark of 1-4 that indicates how well they have mastered the required standards. The marks will show their level of achievement with the Common Core State Standards. Students will get separate marks for effort and work habits. Standards-based grading focuses on the student's achievement rather than how quickly they learned or how many times it took them to master the standards. An example of how each subject area and cluster would be measured is described below.

GRADING FOR SUBJECT AREA: ELA/LITERACY				
Performance Levels	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Numerical Equivalents	4	3	2	1

GRADING FOR ELA/LITERACY CLUSTER AREAS				
Cluster Areas	Performance Levels	Above Standard	At or Near Standard	Below Standard
Reading Writing Listening Research/Inquiry	Numerical Equivalents	3	2	1

Retention/Promotion

Administration identifies students who should be retained between grade levels or who are at risk of being retained if they are not meeting grade-level standards.

Promotion/Retention is based on proficiency in ELA/Literacy, Mathematics, and/or social/emotional developmental stages. Other indicators of academic achievement,

including students' results on the statewide assessments may be utilized as indicators of academic achievement.

A Retention/Promotion team meets at the end of the school year to consult and make a recommendation to retain or promote a student depending on the success of the SCORE Sheet. The final decision is made by administration based on staff recommendation. On some occasions, students may need to be retained during the school year. If so, staff, administration, and parents will meet to determine if it is appropriate for student success.

Acceleration (Grades 1-8)

In cases when students may be recommended for acceleration to a higher grade level due to exceptional academic achievement, Scholarship Prep follows all applicable county, state, and federal laws and regulations in the formation of all policies, including acceleration to the next grade.

ELEMENT 4: Governance

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

GENERAL PROVISIONS

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing 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.³⁰

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

³⁰The 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.

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

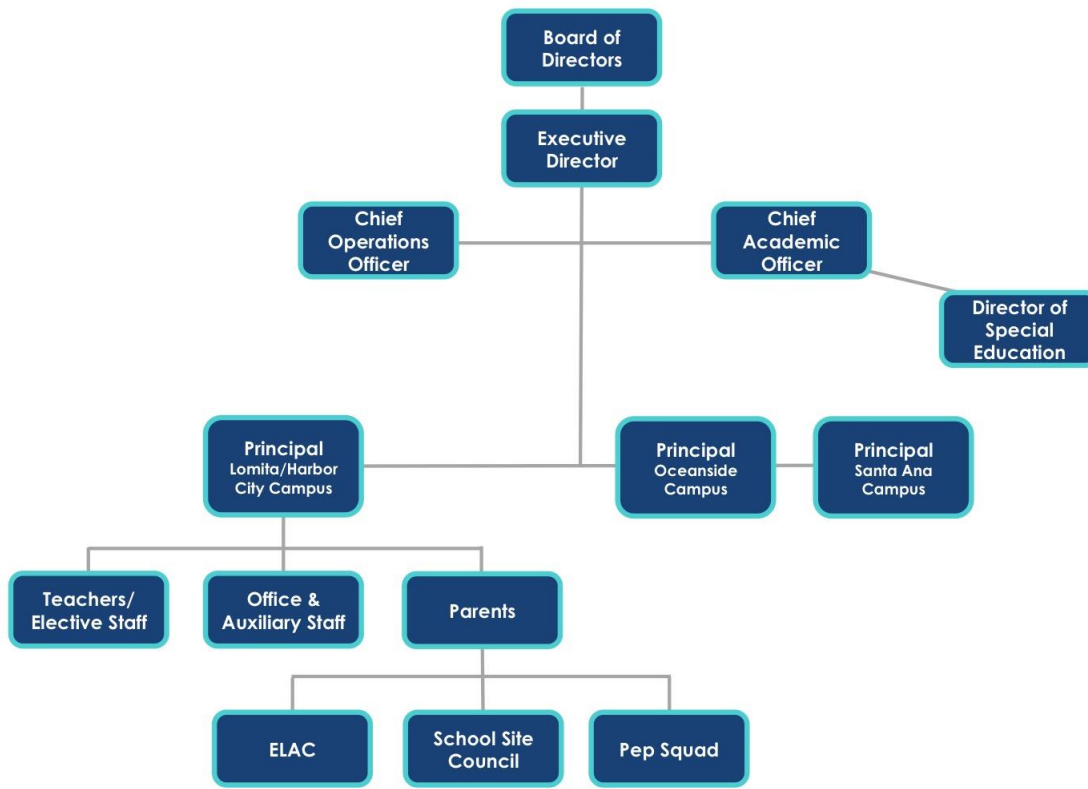
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands 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.

Governance Structure

Scholarship Prep is a nonprofit public benefit corporation governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, which are consistent with the terms of this charter. Scholarship Prep maintains Articles of Incorporation with the California Secretary of State and has received tax-exempt status from both California and the IRS.

The leadership and staffing structure of Scholarship Prep is designed to ensure that the Charter School meets its mission of providing a university-inspired pathway of success while closing the achievement gap for all students, including those underserved. Our Board of Directors, internal organizational structure, plans to involve parents, and use of expert service providers to fill areas of need not covered by current personnel (CFO role, etc.) reflects our intention to ground the Charter School in the best practices of Charter School management and oversight. We currently use the expert service provider Delta Managed Solutions (DMS) for back office support until the Charter School has the capacity to bring such services in-house. DMS has been in existence for 15 years, works closely with the Charter School's COO, and reports directly to the Scholarship Prep Board of Directors. DMS operates independently of the Charter School and has no affiliation or relationship with any school employee, Board Member, or associate.

The Scholarship Prep organizational chart is shown below.



Executive Level Employee Responsibilities

The current Leadership Team at Scholarship prep consists of an Executive Director, Chief Operations Officer (COO), and Chief Academic Officer (CAO). The Principal oversees the day-to-day operations at each school site. The Executive Director is responsible for the comprehensive operations of Scholarship Prep. The Executive Director is also responsible for community outreach, media relations, fundraising, and strategic planning. The COO ensures effective and long-term execution of all of Scholarship Prep' strategic functions, and is responsible for overseeing all administrative and operational functions of Scholarship Prep, including but not limited to student recruitment, facilities, information technology, legal compliance, budget management, etc. The CAO is responsible for the implementation of the instructional program, teacher development and training, organizational student academic performance assessments (local and statewide), and training of site administration as needed for Scholarship Prep. Principal will be responsible for the implementation and execution of the day to-day program at the school site.

Governing Board Composition and Member Selection

The Scholarship Prep Board of Directors will work closely with the Executive Director to ensure that the Executive Director fully supports the school's mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board include but are not limited to: ^[1]_{SEP}

- A dedication to furthering the vision and mission of Scholarship Prep;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure; ^[1]_{SEP}
- A willingness to actively support and promote the mission and vision of Scholarship Prep;
- Knowledgeable regarding non-profit fundraising and management;
- Knowledgeable regarding the operations of charter schools or public K-12 education;
- Knowledgeable about roles and responsibilities of being a governing board member;
- Expectation that all children can and will learn and realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for Scholarship Prep. ^[1]_{SEP}

It is important that every member of the Scholarship Prep Board of Directors is aligned with the needs and expectations of the Corporation. The Board will achieve this by ensuring potential candidates are invested in our mission, understand the expectations for Board participation, and have a vision for their contribution to the Charter School. We will achieve this alignment through having conversations with the prospect to gauge interest and dedication to Scholarship Prep's mission, ensuring alignment between the needs and expectations of Scholarship Prep and the needs and expectations of the individual, and inviting prospective candidates to visit the school and receive information concerning the history and future plans of Scholarship Prep. Once an existing Director, or Nominating Committee if formed, nominates a qualified Board candidate, the current Board then votes to elect the nominee.

The Board of Directors will be fully responsible for the operation and fiscal affairs of Scholarship Prep including but not limited to the following:

- Promote, guard and guide the vision and mission of the school;
- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Executive Director;
- Approve major contractual agreements (currently \$10,000 and above) and approve the Fiscal Policies and Procedures Manual for purchases below the limit that ensures controls (staff member submission, COO approval, and finally back office approval);
- Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;

- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the school;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Monitor student achievement to ensure progress toward fulfillment of the school's mission;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit report;
- Take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Scholarship Prep any of those duties with the exception of budget approval or revision, approval of the fiscal audit report, and the adoption of Board policies. The Board however, will retain ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

There are currently (5) voting members of the Board of Directors:

Dr. Charles Friedrichs
 Rand Sperry
 Laura Ferguson
 Jerome Torres
 Taryn Burgess

As a charter school, numerous needs exist to ensure the fiscal and operational sustainability of the organization. Thus, the following desired areas of expertise for Board members to fulfill the mission and vision of Scholarship Prep include: background in musical/arts performance and/or instruction, elite athletic coaching and/or participation, education management and instruction, real estate and construction, public relations and marketing, business, grant writing, school development, legal services (including special education), accounting and school finance, nonprofit community development and nonprofit compliance. Additional attributes include connections to local community and civic organizations, volunteer activities, and support of school choice and the Scholarship Prep mission and vision.

The minimum number of Board members shall be not less than three (3) and not more than seven (7). The District shall be entitled to have a single representative on the Board. Members of the Board shall hold office for [two (2) year terms OR three (3) year terms]. At the first meetings of the Board, the Board adopted a staggered term of service to ensure continuity of service, and randomly selected members to fill the two or three year slots. This pattern continues today. Members may serve any number of consecutive terms.

The officers of the corporation are a President, a Secretary, and a Treasurer. Scholarship Prep may also have a Chairperson of the Board and other additional officers appointed by the Board in accordance with the Bylaws. All officers are appointed by the Board. The Chairperson is selected from among the members of the Board. Board members may also serve as the corporation's President, Secretary, and Treasurer, but in any event all Board members are not compensated by Scholarship Prep.

Governance Procedures and Operations

The Board of Directors will meet at least quarterly, and currently meets monthly. For all meetings, there will be a live teleconference line and/or video broadcast available at the Scholarship Prep Lomita-Harbor City campus inside the boundaries of LAUSD. A Scholarship Prep staff member will be present on campus at the location posted on the agenda to assist any parents or other members of the public who would like to participate in the meeting via the teleconference or video broadcast. Since Scholarship Prep also operates charter schools in Santa Ana and Oceanside and, thus, has jurisdiction in multiple counties, Board meetings will be physically hosted on a rotating basis between the current existing Scholarship Prep campuses, with at least one meeting held at each campus annually. All meetings will be teleconferenced to all the Scholarship Prep campuses to ensure parent and community involvement. All meetings of the Board of Directors and standing Board committees, if any, will be called, noticed, and held in compliance with the Ralph M. Brown Act ("Brown Act"). Board committees, if any, may meet in between Board meetings and may make recommendations to the Board of Directors. Agendas for regular meetings will be published in advance and will be posted near the entrances of the Charter School, at the entrance of the school's main office, and on the school's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will

be posted at least 24 hours before the meeting. A majority of the directors then in office shall constitute a quorum (50% + 1 member) for the transaction of business.

Members of the Board may participate in meetings via teleconferencing as long as all Brown Act requirements are met, including:

- At least a quorum of the Board must participate from teleconferencing locations within the jurisdiction;
- Each teleconference location must be identified in the notice and agenda of the meeting;
- Agendas must be posted at each teleconference location;
- Each location must be accessible to the public;
- All votes must be by rollcall; and
- The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

The Board will establish the annual calendar of board and committee meetings, if any, for the subsequent year during the annual meeting during or before September of the calendar year.

Scholarship Prep's Board decision-making process, in which all school stakeholders are represented, is designed to:

- Ensure that all decisions regarding policy and practices made are focused to achieve the educational student outcomes outlined in the petition;
- Ensure that the Board only takes action on items formally listed on the Board agenda, except as authorized by law;
- Involve all staff members in educational program development;
- Include parents, community members, and all school personnel as active partners; and
- Guarantee that all stakeholders model a collaborative, consensus-driven school culture.

The model of decision-making is democratic in nature. Robert's Rules of Order shall govern the conduct of all meetings (including abstention). Any abstention from a vote will be noted in the minutes. The Board of Directors reviews the academic program and provides support in achieving short-term and long-term goals set by the school.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school achieves its mission and goals, including, but not limited to, an Executive Committee, Audit Committee and Nominating Committee. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Meetings of Board Committees will comply with the Brown Act.

Stakeholder Involvement

Scholarship Prep believes that schools can only be effective if parents are valued as partners and provided with opportunities to participate in decision-making processes and school governance. We will be active in engaging our parent community in school events, including holding Kindergarten Orientation and Meet Your Teacher events before the school year begins to meet staff and receive information on our academic and behavioral expectations, support services, and opportunities for involvement in school governance and planning.

Numerous opportunities will be open to all parents to contribute to the school community through being part of the schoolwide decision-making process through the LCAP process and groups/committees listed below. All meeting notifications, nomination processes, and recaps of select events will be posted on our school website to engage the broadest audience possible. All meetings of the Board and standing Board Committees will be open to the public in compliance with the Brown Act. The following groups/committees will provide parents and staff of Scholarship Prep enormous opportunities for input on school-wide operations and school involvement activities:

English Language Advisory Committee (ELAC)

If the English learner student population at Scholarship Prep is at least 21 students, an English Language Advisory Committee (ELAC) will be formed. The ELAC will be elected by nomination and paper ballot, at an annual meeting by an electorate comprised of parents of EL students, teachers, and principal or designee, for a term of one school year. This committee will meet at a minimum of twice per semester. The responsibilities of this committee will include:

- Advising the principal or designee and staff on program and services for English Language Learners;
- Assisting in the development of the school's annual language census;
- Offering suggestions to the school administration on the most effective ways to ensure regular school attendance;
- Providing input on the allocation of the budget to support English Learners;
- Participating in the school's needs assessment by students, parents, and teachers;
- Soliciting and encouraging community participation; and
- Providing input to administration on the most effective ways to support full participation of English Language Learners in all school activities.

Perpetually Promoting Excellence (PEP) Squad

All parents/guardians will be automatically members of the PEP Squad. The PEP Squad's focus will be on school-wide activities and events that support the vision and mission of Scholarship Prep and promote the college-bound theme. The PEP Squad will also have a board elected by the school's parents/guardians each year. The school Principal will also serve on the PEP Squad board and grant approval for any school-wide activities the PEP Squad helps plan, such as family fun nights, fundraisers, Red Ribbon Week, student recognition ceremonies, and staff recognition. The PEP Squad will

meet at a minimum of twice per semester.

Scholarship Prep understands that parental involvement will be essential to student success, but parental involvement is not a requirement for acceptance to, or continued enrollment at, the school.

Family Workshops

Parents will be invited to attend Family Workshops each year, coordinated by the school's principal on topics such as homework completion, behavior management, and much more. The workshops will be held at times convenient for families. Families will also have an opportunity to inspire the workshop topics. In helping our students reach a high level of rigor, we will ensure we are meeting the needs of our families whether they speak a language other than English or have limited educational backgrounds.

Additional opportunities for involvement with parents of underserved students will include success conferences, where school staff, including teachers of the child and site administration, along with case workers (as appropriate) will meet with the parents to discuss support plans when students fall behind in school, miss instruction due to mental health services/appointments, and/or need to visit biological parents or caseworkers. These conferences will also include ways the school can support the student and parents by referring them to both inside and outside of the school services, including school-based health, tutoring, and free and/or reduced-cost community agencies. Further, these workshops will also support promoting eighth graders who are seeking the best possible placement in high school.

PEP Talks

Throughout the year, the Leadership Team (currently the Executive Director, Chief Operations Officer, and Chief Academic Officer), along with the Principal, will hold regular meetings with parents. In these informal discussions, parents can learn more about the school's programs and culture, opportunities for involvement, schoolwide data and performance, homework support, and ask questions of the school's leaders. These valuable sessions will help parents and the school communicate and build relationships all in support of the school's mission and vision.

LCAP Development

The Leadership Team of Scholarship Prep along with the Principal will engage with the School Site Council, staff, students, ELAC, Pep Squad, parents, and other community stakeholders in the creation of the annual Local Control and Accountability Plan (LCAP). Engagement efforts will include surveys and meetings to ensure that stakeholders have multiple opportunities to provide input on the LCAP and 8 State Priorities. Feedback from stakeholders will be documented, reviewed, and analyzed in finalization of the LCAP.

School Site Council

Scholarship Prep will have a School Site Council (SSC) that will meet at least three times per semester to ensure that the voices of all stakeholders are being heard. The group will be comprised of the Principal, teachers, staff members, and at least 50% parents or

community members. Each member will be elected by his/her peers to serve on the SSC for a two-year term. Major duties of the SSC include review of the LCAP, input on allocation of budgetary funds, identification of school needs, review of academic programs, and routine safety walks. An SSC representative will regularly update the Board of Directors during open session of meeting dates, goals, and decisions.

Board of Directors Meetings

The Scholarship Prep Board of Directors is committed to creating structures to enhance parent involvement in school governance, specifically avenues for direct two-way communication between parents to Board members. Every regular meeting of the Board will include scheduled presentation time on the agenda for the various parent and parent/staff groups, including the School Site Council, Pep Squad, and ELAC of the campus hosting the meeting as well as updates through teleconference or video broadcast from nonhosting campuses as well.

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

Qualifications

All Scholarship Prep staff and faculty must possess:

- An unwavering belief in our mission and core instructional beliefs;
- Exemplary personal character; and
- Critical professional qualifications.

Ideal candidates for employment at Scholarship Prep, regardless of their position, will consistently demonstrate the following:

- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for

themselves, their students, and their colleagues

- Willingness to get the job done no matter what
- Ability to prioritize and manage multiple tasks
- Experience working with urban student populations
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Regular, punctual attendance and professional appearance
- Appropriate California credentials and qualifications

Scholarship Prep teachers of core academic subjects must have a Bachelor's Degree and a California teaching credential.

Scholarship Prep will meet the requirements for employment of California Education Code § 47605(l). Scholarship Prep will not employ teachers with an emergency permit. Most teachers will hold either a multi-subject or single-subject credential. AS CDE and CTC provide interpretation for the requirements for non-core, non-college prep subjects, those interpretations will be followed. Scholarship Prep will maintain current copies of all teacher credentials, which will be made readily available for inspection. No LAUSD or school district public school employee shall be required to work at Scholarship Prep.

To be employed by Scholarship Prep, the following conditions must be met:

- Fingerprints will be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment through LiveScan, administered by the Department of Justice. The employee is responsible for paying the fingerprinting costs.
- All employees are to report known or suspected instances of child abuse. Prior to employment, these employees may be required to sign a statement, on a form provided to him/her by Scholarship Prep, to the effect that he/she has knowledge of the provisions of Section 11166 and will comply with those provisions.
- All employees must complete the I-9 form to verify that they have the legal right to work in the United States.
- All employees must have a Social Security card.
- All employees must provide the results of a Tuberculosis (TB) test as required by current state and local law and renew their TB verification as required by law.

Projected Hiring Assumptions

The extent to which staff will be hired will be based on need as dictated by student enrollment, amongst other factors. The positions listed below are based on a student enrollment of 250 or greater in year one (1) of the charter school. The positions with an asterisk will be hired if student enrollment meets the projections as stated above. Additionally, some special education support services may be fulfilled through an agency rather than part-time/full-time employees based on need. Scholarship Prep may employ the following key positions during the term of its charter:

- Executive Director
- Chief Operations Officer
- Chief Academic Officer
- Director of Special Education
- Foster Youth and Homeless Education Services Coordinator
- Principal
- Teachers for grades TK-8
- Arts teacher
- Athletics teacher
- Foreign Language Specialist
- Special Education Teacher(s)
- School Psychologist*
- Speech & Language Pathologist*
- Facility Manager/Lead Custodian
- Executive Assistant*
- Office Manager
- Attendance Clerk
- Administrative Assistant*
- Custodian*
- Health Technician*

Additional staff may be retained at the school as needed.

The day-to-day management of the school will be under the direction of the Principal. Additional administrative support will be provided during the school week from the Executive Director (with the responsibility for overseeing the entire corporate operation), Chief Operations Officer, Chief Academic Officer, and Director of Special Education.

Job Descriptions

The following job descriptions on the pages below comprise the key positions Scholarship Prep intends to hire during the term of the charter.

Executive Director

Objective and Job Summary:

The Executive Director is responsible for the comprehensive operations of Scholarship Prep. The Executive Director is also responsible for community outreach, media relations, fundraising, and strategic planning. The Executive Director is evaluated directly by the Board of Directors annually utilizing an evaluation matrix mutually agreed upon and assessing the Executive Director's success in achieving the following duties and responsibilities:

Duties and Responsibilities:

- Serve as liaison to the District and other outside agencies
- Hire, evaluate, discipline and terminate key administrative positions, including the COO and CAO, and school faculty and staff as needed

- Report to the Board of Directors on the progress of the Charter School in achieving educational success quarterly
- Act as a liaison to external partners
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
- Serve as the primary liaison between Scholarship Prep and various governmental agencies for purposes of grant reporting, classified and certificated contract negotiations and renewals, etc. as designated/approved by the Board
- Negotiate, review, monitor and evaluate the contracts of the COO and CAO
- Supervise the development of an annual budget and present it to the Board
- Monitor and control budget throughout the year
- Negotiate, review, monitor, and evaluate legal counsel contracts and consult with legal counsel when necessary
- Recruit Principal and help recruit other administrators as needed
- Work with other members of the Leadership Team to set yearly school goals
- Evaluate other members of the Leadership Team's job performance
- Raise awareness among various constituencies about Scholarship Prep
- Identify and establish relationships with new funding sources
- Serve as a primary contact for foundations and granting agencies
- Represent Scholarship Prep and increase the profile of Scholarship Prep to the community

Qualifications:

- Director-level experience in non-profit and/or education field preferred
- Minimum of Bachelors Degree required
- Experience in and/or demonstrated knowledge of charter schools
- Ability to effectively articulate the mission and philosophy of Scholarship Prep
- Ability to effectively represent Scholarship Prep to the larger community
- Ability to work effectively with all stakeholders, including staff, students, parents and board members
- Ability to create a culture of high expectations and student achievement within the Scholarship Prep community

Chief Operations Officer

Objective and Job Summary:

The Chief Operations Officer ensures effective and long-term execution of all of Scholarship Prep' strategic functions. Advises the Executive Director and the Board regarding budget decisions, board policies, programming, etc. In collaboration with the Executive Director, s/he successfully implements Board policies, administers and supervises the school and its employees, leads development of educational program

implementation, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's philosophy and parental involvement. The COO is evaluated directly by the Executive Director annually utilizing an evaluation matrix mutually agreed upon and assessing the COO's success in achieving the following duties and responsibilities:

Duties and Responsibilities:

- Oversee the day-to-day operations of the School
- Work with the Executive Director to prepare and monitor all budgets and financial reports in conjunction with the school's back office service provider
- Create and implement a student recruitment and community outreach plan
- Work with the Executive Director to create a long-term sustainability plan, including enrollment growth and organizational expansion
- Manage recruitment of staff and make hiring recommendations to the Executive Director
- Ensure compliance with all applicable State and Federal laws and regulations including, but not limited to, financial, record keeping, and employment
- Oversee management of all facilities
- Develop, implement and enforce systems, procedures and policies that will improve the overall operation and effectiveness of the school
- Monitor and analyze student performance data and prepare reports
- Analyze information and develop support systems for performance improvement
- Play an integral role in developing annual school fundraising objectives
- Assist in identifying donors to financially support the Charter School's and Corporation's programs, including academic, operational, and/or facility initiatives
- Actively engage in developing the strategic direction of the School, including input on financial, human resources and operational decisions affecting the organization.

Qualifications:

- Bachelors degree and at least three years of experience as an executive with a proven track record of developing systems and processes, managing staff, executing organizational business plans and project management
- Expertise in budget development, planning, office administration, management and human resources
- Experience in a nonprofit environment desirable
- Passion for the organization and its mission
- Well-organized multi-tasker with strong administrative abilities

Chief Academic Officer

Objective and Job Summary:

The Chief Academic Officer is responsible for the implementation of the instructional program, teacher development and training, organizational student academic performance assessments (local and statewide), and training of site administration as needed. The CAO is evaluated directly by the Executive Director annually utilizing an

evaluation matrix mutually agreed upon and assessing the CAO's success in achieving the following duties and responsibilities:

Duties and Responsibilities:

- Oversee all state assessment administrations, including CAASPP and ELPAC.
- Manage the network's interim assessment system, ensuring that Scholarship Prep and its teachers are constantly improving in their ability to assess student growth
- Administer professional development and oversee a year-long, structured plan to ensure increased competencies
- Provide coaching to site administrators regarding academic and program initiatives
- Provide coaching to Principals on teacher evaluation process
- Oversee curriculum selection and implementation
- Oversee student recruitment and retention at each Charter School
- Implement a plan for employee retention at each Charter School
- Provide support, as needed, for facility identification and procurement for each Charter School as it pertains to program alignment
- Provide support for staff recruitment
- Report to the School Board on the progress of the school in achieving educational success, including CAASPP, ELPAC, NGSS and local data results
- Maximize the use of data in informing instruction, making decisions about student learning and access, and ensuring systems are in place for all principals to empower their teachers with data driven conversation;
- Devise and present action plans specific to closing achievement gaps for at-risk students to the Executive Administration and Board
- Serve as the primary liaison between Scholarship Prep and the CDE for assessment reporting purposes
- Participate in principal and other administrative hiring selections
- Work with each site to establish schoolwide academic achievement goals
- Raise awareness among various constituencies about Scholarship Prep
- Seek, develop, and submit grants to support the overall program implementation at the site and/or organizational level
- Research and share best practices for the implementation of Project-Based Learning
- Oversee all aspects of the academic program including the K-8 curriculum, making essential changes that promote college readiness and academic success of all students
- Assist site administrators in the implementation of Scholarship Prep policies and procedures
- Assist in monitoring adherence to all site Memorandums of Understanding (MOUs) and Facilities Use Agreements (FUAs) with authorizing agencies
- Oversee, direct, and supervise student assessment, research, accountability, program evaluation, and school improvement processes
- Oversee the ongoing development, maintenance, and administration of the assessment system, including scoring operations, data analysis, and production of parent, teacher, and organization level reports and communications
- Assist in monitoring and assessing progress toward LCAP goals

- Assist (or oversee) in the conception, supervision, and implementation of student, staff, and parent surveys
- Lead a strategy that will increase parent engagement and investment within the campus communities ultimately in a way that improves culture and student learning
- Represent organization at external stakeholder meetings

Qualifications:

- Bachelors degree and at least three years of experience as a site administrator and/or principal or higher ranking position
- Teaching credential
- Administrative credential
- Expertise in developing teachers, analyzing student performance data, and developing instructional systems including curriculum selection and implementation
- Experience in charter schools desirable
- Passion for the organization and its mission
- Well-organized multi-tasker with strong administrative abilities
-

Director of Special Education

Objective and Job Summary:

The Director of Special Education will be responsible for the oversight and management of Special Education, acting as a liaison to the SELPA. S/he will demonstrate a belief that all students can learn at high levels. S/he will develop related goals, objectives and recommend policies, planning, implementation and working with school staff to meet the needs of students with special needs. S/he will serve as a resource for information regarding special education services, programs and policies and will ensure that procedures are appropriate in relation to policies required by region, District, state and federal regulatory requirements. The Director will analyze data, plan activities, monitor programs/services, respond to others, and consult with teachers and administrative staff.

Duties and Responsibilities:

- Oversee special education strategy, implementation, plan and calendar in order to coordinate Special Education services in Scholarship Prep Schools
- Facilitate the delivery of services among multiple external providers by researching, evaluating, and selecting the highest-quality providers and acting as the liaison among external partners working with Scholarship Prep Special Education Students
- Oversee the development and implementation of evidence based practice to ensure the Scholarship Prep Special Education program maintains high quality across all schools
- Develop and monitor Special Education budgets, including preparation for auditory reviews by chartering agencies and SELPA
- Oversee completion of pupil count reports and other state and federal reports

- Coordinate local and state compliance reviews related to special education
- Demonstrate knowledge of, and support, Scholarship Prep Charter Schools' mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ensure due process requirements are met to complete the appropriate development of IEPs and provide ongoing monitoring to ensure IDEA compliance
- Apply conflict resolution strategies with parents or other stakeholders to resolve disputes related to a student's IEP, demonstrating knowledge of current IDEA and Scholarship Prep policy and procedures
- Facilitate the recruiting and screening of special education staff for the schools
- Supervise and evaluate all Special Education staff and Related Service Providers, and provide leadership to Principals in the supervision of Education Specialists and/or Instructional Assistants
- Coordinate and facilitate the Special Education team professional development calendar
- Coordinate Special Education leadership team meetings
- Create Mental Health Plans for the schools as necessary
- Coordinate Special Education participation in organizational initiatives, as assigned by the Executive Director and/or Chief Operations Officer
- Participate in organizational professional development
- Participate in required SELPA trainings and meetings
- Perform other related duties as required and assigned

Requirements:

- Skills to effectively provide leadership and manage the multiple requirements; understand, interpret and apply laws, policies, and guidelines that govern special education or Scholarship Prep programs; communicate effectively in writing and orally.
- Knowledge of Scholarship Prep's SELPA (El Dorado) procedures and program guidelines; special education instructional practices, procedures and methods; various testing materials, resources or equipment; behavioral and social-emotional interventions.
- Working knowledge of IDEA, California special education law, charter law; IEP preparation and implementation strategies and procedures; current trends and best practices in serving special education students and appropriate referral agencies.
- Abilities to supervise and motivate staff; collaborate with principals on employee management of assigned staff, conduct effective meetings and professional development activities; work effectively with students, parents and staff.
- Analyze situations accurately and adopt an effective course of action and work independently.
- Ability to use technology to enhance serve to Scholarship Prep schools; knowledge of assistive technology to enhance student learning.
- Experience in training, planning and executing appropriate transition services for special education students.
- Prior school site administrative experience preferred

- Appropriate Special Education Credential required
- Bachelors Degree required, Masters Degree in Special Education or Administrative Credential strongly preferred
- Bilingual (Spanish/English) preferred
- Expertise in classroom management strategies and the ability to articulate these effective strategies to peers and direct reports
- Prior experience using data systems such as AERIES and/or SEIS
- Strong written and verbal communication skills

Foster Youth and Homeless Education Services Coordinator

Objective and Job Summary:

Under general supervision of the Executive Director, the Foster Youth and Homeless Education Services Coordinator acts as a liaison between each Scholarship Prep school, caregivers, parents, educational rights holders, group homes, placing agencies and others to ensure that the educational needs of students in foster care and/or students in homeless situations are being met; provides direct counseling services to students; assists in coordinating the Annual Foster Summit; assists with finding and recruiting foster and homeless youth to enroll in our program; and outreaches to local foster and homeless youth agencies to maintain ongoing communication and recruitment/support pipelines.

Duties and Responsibilities:

- Provides support to all Scholarship Prep schools in meeting the academic and educational needs of students in foster care or those who are homeless.
- Acts as a liaison and facilitator among the schools, parents, educational rights holders, placing agencies, the Health and Human Services Agency (HHSA), Child Welfare Services (CWS) and others involved in the education of students in foster care and homeless students.
- Assists placing agencies, parents, caregivers, educational rights holders, substitute care providers, and LEAs in gathering/transferring education records for students in foster care and advocates for their educational needs.
- Provides training and workshops to staff relating to the education needs of students in foster care and homeless students and the laws which pertain to this population.
- Participates in youth development activities.
- Provides resources and assistance/guidance in areas of higher education, career, vocational and transitional living for emancipating foster youth and homeless students.
- Represents Scholarship Prep at community forums.
- Maintains knowledge of current laws and regulations pertaining to educating foster and homeless students.

Requirements:

- Masters in School Counseling preferred, Pupil Personnel Services Credential
- Education, training or experience that demonstrates possession of the knowledge and abilities stated below.
- Two (2) or more years of experience in social services or education.
- Knowledge of the organization and operations of Foster Youth Services and Homeless Education Services.
- Knowledge of The Homeless Education Act, ESSA (Every Student Succeeds Act), AB 490, foster care system and child welfare mandates Federal and state regulations and laws affecting the education of foster and homeless children, including Special Education (IDEA, and ADA-Section 504 of the Rehabilitation Act)
- Ability to communicate effectively both orally and in writing
- Establish and maintain rapport with those contacted in the course of work
- Facilitate meetings, activities and workshops.
- Develop and make oral presentations to groups.
- Operate a computer and associated software.
- Work independently and as part of a team

Principal**Objective and Job Summary:**

The Principal of Scholarship Prep Charter School is responsible to oversee day-to-day operations of the school including compliance with government laws and regulations, school facilities issues, curriculum and instruction, school-wide discipline protocols and procedures, and the supervision of students at any and all times that they are on campus. S/he will lead and collaborate with the school's leadership team to articulate a clear vision for the school that is centered on achievement and character development. The Principal is evaluated directly by the COO and CAO annually utilizing an evaluation matrix mutually agreed upon and assessing the Principal's success in achieving the following duties and responsibilities:

Duties and Responsibilities:

- With the Executive Director, develop and monitor the school budget
- Participate in all Human Resources issues on campus, including hiring staff
- Ensure school compliance with Federal and State, District and Charter governing laws and regulations
- Oversee compliance with ongoing grant requirements
- Monitor school attendance State reporting
- Develop and approve the annual school calendars and work schedules
- Create and approve weekly grade and classroom schedules
- Coordinate outside vendors for on-campus services as needed
- Partner with Executive Director in any/all all-school facilities issues
- Provide ongoing support, professional development, feedback and coaching to teachers and staff
- Regularly observe instruction and assess performance formally according to the school's performance evaluation protocol

- Develop and monitor assessments that accurately evaluate student learning
- Serve as all-school point-person for discipline issues
- Work individually and as a team to implement programs or policies that will engage parents and community members in order to promote the school's vision and mission
- Hired and evaluated by the Executive Director.

Qualifications:

- Minimum 2 years teaching experience, preferably with English Language Learners in an urban public setting.
- Prior administrative experience as an Assistant Principal, Department Head or Content Leader, Coach or Dean
- Bachelors Degree required, Masters Degree or Administrative Credential preferred
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep Charter School.
- Bilingual (Spanish/English) preferred

Athletics Instructor

Objective and Job Summary:

The Athletics Instructor will facilitate school-wide efforts to build and maintain a strong, positive, growth-oriented school fitness and athletic program. In partnership with the Principal, s/he will implement and monitor multiple structures and programs that develop the physical fitness of students while aligning to the identified annual strategic priorities of the school. Specifically, s/he will provide leadership in the planning, implementation, coordination, supervision, and evaluation of athletic programs for the school. S/he will be responsible for developing and monitoring an extracurricular athletic program that encourages skill development, understanding of sports rules, history, and figures, and facilitates teamwork and sportsmanship.

Duties and Responsibilities:

- Prepare and maintain a master budget for all athletic programs
- Supervise equipment inventories
- Create, in conjunction with the Principal, all athletic course schedules
- Organize and schedule all interscholastic/intramural events
- Coordinate transportation to and from all sporting events
- Secure referees/officials and game workers for all interscholastic events
- Coordinate facilities and space use for extracurricular activities
- Develop, in conjunction with Principal, appropriate rules and regulations governing the conduct of teams and coaches
- Oversee student academic eligibility for participation in each event
- Supervise afterschool extracurricular activities as designated by the Principal

- Guide and promote character development of students through deliberate programming practices and by coaching coaches in developing stronger relationships with students
- Plan, organize, and facilitate parent information meetings for the athletic program
- Performs such other duties as may be assigned by the School Leader

Requirements:

- Bachelor's degree (required); Master's degree (preferred)
- First aid and CPR certification or eligibility for certification
- Minimum of three years of teaching or coaching experience preferred
- Excellent organizational, communication and facilitation skills

Arts Instructor

Objective and Job Summary:

The Arts Instructor will facilitate school-wide efforts to build and maintain a strong, positive, growth-oriented school visual and performing arts program. In partnership with the Principal, s/he will implement and monitor multiple structures and programs that develop the visual and performing arts capacity and skills of students while aligning to the identified annual strategic priorities of the school. Specifically, s/he will provide leadership in the planning, implementation, coordination, supervision, and evaluation of visual and performing arts programs for the school. S/he will be responsible for developing and monitoring a comprehensive arts program that encourages skill development, understanding and appreciation of the arts, and facilitates student participation in school wide performances.

Duties and Responsibilities:

- Prepare and maintain a master budget for all visual and performing arts programs
- Supervise equipment inventories
- Create, in conjunction with the Principal, all visual and performing arts course schedules.
- Organize and schedule all school wide performances
- Coordinate transportation to and from all student performance events
- Coordinate facilities and space use for extracurricular activities
- Oversee student academic eligibility for participation in each event
- Supervise after school extracurricular activities as designated by the Principal
- Guide and promote character development of students through deliberate programming practices and by coaching visual and performing arts instructors in developing stronger relationships with students
- Plan, organize, and facilitate parent information meetings for the visual and performing arts program
- Performs such other duties as may be assigned by the Principal

Requirements:

- Bachelor's degree (required); Master's degree (preferred)
- First aid and CPR certification or eligibility for certification
- Minimum of three years of teaching or coaching experience preferred
- Excellent organizational, communication and facilitation skills

Kindergarten – Eighth Grade Teachers**Objective and Job Summary:**

Scholarship Prep will seek to employ highly effective teachers, both in terms of formal training and experience. In addition to possessing a current California Teacher Credential, all teachers are required to have authorization to teach English language learners.

Duties and Responsibilities:

- Teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in all academic pursuits
- Contribute to the design of a rigorous curriculum that includes the school's standards, California State Content Standards, and Common Core standards
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Model and teach the values of Scholarship Prep
- Implement classroom management techniques to create a nurturing, safe, and structured learning classroom environment
- Maintain high expectations for students' academic achievement and conduct
- Value and draw upon students' experiences and backgrounds
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor student mastery of the content standards
- Analyze informal and formal student assessment results and use this information to drive and inform instruction
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families, and community members
- Communicate and collaborate professionally with teammates
- Strive to exceed standards on California Standards of Teaching Profession
- Performs other duties as assigned

Requirements:

- Possession of a valid preliminary or clear multiple subject teaching credential issued by the California Commission on Teacher Credentialing
- Bachelors Degree from an accredited institution of higher learning
- Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate, a Cross-cultural, Language and Academic Development (CLAD) certificate, a Bilingual Certificate of Competence (BCC), or a Language Development Specialist (LDS) certificate

- All employees must fulfill California Education Code § 44237, which requires fingerprints to be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment from the Department of Justice.

Transitional Kindergarten Teachers

Objective and Job Summary:

As mandated in statute, are to be staffed by credentialed teachers or holders of teaching permits that authorize general education instruction in self-contained classrooms for the grade levels of kindergarten (California Commission on Teacher Credentialing 2011).

Duties and Responsibilities:

- Teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in all academic pursuits
- Contribute to the design of a rigorous curriculum that includes the school's standards, California State Content Standards, and Common Core standards
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Model and teach the values of Scholarship Prep
- Implement classroom management techniques to create a nurturing, safe, and structured learning classroom environment
- Maintain high expectations for students' academic achievement and conduct
- Value and draw upon students' experiences and backgrounds
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor student mastery of the content standards
- Analyze informal and formal student assessment results and use this information to drive and inform instruction
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families, and community members
- Communicate and collaborate professionally with teammates
- Strive to exceed standards on California Standards of Teaching Profession
- Performs other duties as assigned

Requirements:

- Possession of a valid preliminary or clear multiple subject teaching credential issued by the California Commission on Teacher Credentialing
- Bachelors Degree from an accredited institution of higher learning
- Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate, a Cross-cultural, Language and Academic Development (CLAD) certificate, a Bilingual Certificate of Competence (BCC), or a Language Development Specialist (LDS) certificate

- All employees must fulfill California Education Code § 44237, which requires fingerprints to be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment from the Department of Justice.
- Pursuant to Education Code 48000(g), a school district or charter school shall ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2020, one of the following:
 - At least 24 units in early childhood education, or childhood development, or both.
 - As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in bullet 1.
 - A child development teacher permit issued by the California Commission on Teacher Credentialing (CTC).

Foreign Language Specialist

Objective and Job Summary:

Under general supervision of the Principal and Teaching Staff, Foreign Language Specialist must work cooperatively with and support all Teaching Staff, as well as, assisting teachers in providing an exceptional educational program for pupils in grades K-8, as outlined in the California Standards for the Teaching Profession.

S/he will perform instructional activities in the language of instruction; provide learning experiences for individual students and small groups; perform routine clerical and supportive tasks; and do other related work as required, including assistance in other school programs as assigned.

Duties and Responsibilities:

- Present prepared foreign language lessons and activities in a small group or individual student setting
- Keep students on task and focused
- Maintain an orderly, attractive, and positive learning environment, and encourage students to ensure positive self-concept
- Correct student work, record grades, maintain classroom bookkeeping or other records
- Duplicate materials needed for instruction
- Communicate with the classroom teacher regarding individual child conduct
- Assist in other activities involving children outside the classroom such as, but not limited to, auditorium activities, field trips, and parent conferences
- Perform routine clerical tasks such as typing, computer operation, filing, and photocopying
- Perform related duties as required

Requirements:

- Must hold a Bachelor's Degree
- Teaching Credential in the language of instruction is desirable
- Must be an experienced Foreign Language instructor; a California Single Subject Teaching Credential in the language of instruction is desirable
- Communicate effectively orally and in writing using correct grammar
- Maintain confidentiality of pupil records and school reports
- Demonstrate an understanding, patient and receptive attitude toward students

Special Education Teacher (Education Specialist)**Objective and Job Summary:**

The Special Education Teacher will provide instructional and behavioral support in the classroom for all students on their caseload. S/he will be responsible as a case carrier to ensure all components of the IEP are met and timelines are adhered to. S/he will also provide support to and collaborate with the classroom teacher within the school's inclusion model of service.

Duties and Responsibilities:

- Provide individualized instruction and support to students with special needs
- Support general education teachers and administrators to implement appropriate strategies to meet the needs of student with IEPs
- Manage compliance of IEP accommodations and modifications for students
- Provide accommodated testing conditions for all settings as appropriate
- Administer formal and informal academic assessments
- Analyze assessment results to drive and inform instruction and IEP development
- Develop and implement appropriate behavior management techniques
- Ensure student achievement and progress towards IEP goals
- Complete progress reports in accordance with school/SELPA guidelines
- Develop IEPs in accordance with federal, state and SELPA standards
- Create and maintain Special Education documentation as required by federal, state, and SELPA regulations
- Ensure IEP timeline compliance of assigned caseload
- Manage relationships with outside vendors to ensure students receive all prescribed services in their IEPs (i.e. Speech and Language, etc.)
- Schedule and facilitate IEP meetings in a collaborative and professional manner
- Develop positive relationships with parents and families to engage them in the IEP process
- Work with the Director of Special Education to develop and provide ongoing professional development for general and Special Education staff
- Maintain knowledge of current Special Education regulations and best practices

Requirements:

- Successful, full time teaching experience in Special Education preferred
- Bachelors Degree required

- Valid California Education Specialist Credential (Mild/Moderate, Moderate/Severe, or other appropriate credential authorizing teaching in the Mild/Moderate or Moderate/Severe Special Education program)
- Must possess an English Learner authorization at time of employment.

School Psychologist

Objective and Job Summary:

The School Psychologist will provide a full range of school psychological services to students at Scholarship Prep. Duties will include screening and assessment, individual and group counseling, and work with outside agencies as appropriate. The School Psychologist will also be an integral member of the SST (Student Study) team, helping to plan, implement, and monitor the program. Additionally, the School Psychologist will be an integral member of the Individualized Education Plan (IEP) team to determine student eligibility for special education services, appropriate programming, and suggested strategies and supports for educational, academic, and behavioral needs. S/he will report to the Director of Special Education.

Duties and Responsibilities:

- Provide individual and group services to students that emphasize improved educational performance and/or conduct
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans
- Collaborate with school staff around intervention implementation, Student Study Team meetings, and crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Maintain appropriate data on students, including present levels of performance and intervention strategies
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments/assessment plans and meetings
- Submit records, reports, and assignments promptly and efficiently
- Manage and support special education teachers with Functional Behavior Assessments and Behavior Support Plans

Requirements:

- All required fieldwork/internship or full-time school psychologist experience desirable; classroom teaching or counseling at the elementary or secondary school level desirable
- Minimum equivalent to the completion of an earned Master's Degree, or higher degree in psychology, counseling, guidance, or closely related field
- Pupil Personnel Credential authorizing service in School Psychology or possession of a valid California credential authorizing service as a School Psychologist.

- Expertise in behavioral management strategies and the ability to articulate these effective strategies to peers and direct reports

Speech and Language Pathologist

Objective and Job Summary:

The School Psychologist will provide speech and language therapy for students in grades at Scholarship Prep. S/he will focus on developing students' oral communication skills to support their ability to access their educational program. S/he will report to the Director of Special Education.

Duties and Responsibilities:

- Consult with staff and parents regarding typical speech and language development, classroom accommodations and/or modifications
- Provide speech and language assessment, diagnosing speech and language disorders; interpret findings to teachers, administrators, and parents
- Evaluate, in conjunction with other professionals, as necessary, the effects of speech, language, or hearing disorders on a student's educational performance and academic achievement
- Conduct ongoing evaluation for qualified students and make periodic reports of progress, recommending adjustments in intervention program as necessary
- Develop and implement a schedule for therapy based on every individual student's IEP goals and objectives to remediate disorder
- Attend staff and planning meetings for individual students, providing expertise, as needed, in the area of speech and language
- Prepare reports according to required timelines and maintain all appropriate documentation required by law
- Attend special activities and participate in committees, such as student success teams (SST), as requested
- Develop individual and group behavior management programs
- Design and implement positive behavioral support plans and interventions based on functional analysis assessment
- Confer frequently with parents and staff members regarding the educational, social, and personal concerns of students
- Conduct/participate in parent conferences as directed
- Participate as a member of IEP teams, as needed, to develop IEP goals, objectives, adaptation, accommodation, modification and instructional plans
- Implement and monitor speech and language services as indicated

Requirements:

- All required fieldwork/internship or full-time experience as a school speech and language pathologist desirable
- Bachelor's Degree from an accredited college or university including all courses needed to meet credential or licensure requirements
- Valid California Credential authorizing service in Language, Speech and Hearing Therapy or Master's Degree, valid license issued by the Speech and Language Pathology and Audiology Board

Facility Manager/Lead Custodian

Objective and Job Summary:

The Facilities Manager/Lead Custodian is responsible for maintaining a safe and sanitary environment for students and staff to learn and work in during the school day. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining a positive school culture.

Duties and Responsibilities:

- Clean and care for facilities in order to ensure they are maintained in a safe and healthy manner
- Create and maintain sanitary environments in offices, classrooms, and restrooms
- Maintain an inventory of instructional supplies and replenish as needed
- Lock and unlock doors and gates
- Adjust and arrange equipment
- Replace lights, as needed
- Place garbage in outside storage bins
- Clean, wash, and disinfect drinking fountains
- Perform and/or report minor maintenance repairs
- Maintain storage areas and cleaning equipment
- Organize materials and supplies in a safe and orderly manner in order to ensure the safety of staff and students

Requirements:

- Must have a high school diploma or equivalent; higher education and/or college degree is desirable
- Prefer minimum of three (3) years' experience in custodial work, preferably including one year in a supervisory capacity
- Must demonstrate facilities and leadership abilities, including:
 - Understanding and following oral and written directions at a level required for successful job performance
 - Experienced in modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures
 - Knowledgeable in available and appropriate cleaning materials, disinfectants and equipment used in custodial work
 - Operation of heating and ventilation equipment, door closures, combination locks and mechanical equipment commonly found in schools
 - Strong organizational and interpersonal skills
 - Ability to communicate and interact effectively with staff

Executive Assistant

Objective and Job Summary:

The Executive Assistant is a home office-based role that will ensure the office of the executive administration (Executive Director, Chief Operations Officer, Chief Academic Officer) effectively serves and supports the students, families and staff. The Executive Assistant will report to the Executive Director. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our entire organization.

Duties and Responsibilities:

- Direct phone calls and guests properly and professionally
- Type and translate material, compose letters and memos, complete and distribute correspondence and produce weekly bulletins
- Maintain and ensure accuracy of student records and related reports
- Assist in ordering, purchasing, receiving and organizing home office and select school materials
- Establish relationships with families and external stakeholders
- Serve as liaison to Board of Directors
- Maintain and operate a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy

Requirements:

- AA required, Bachelor's Degree preferred
- Prior school office experience required
- Proficiency with the Microsoft office suite
- Exemplary communication skills in English, including impeccable grammar and fluency
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies

Office Manager

Objective and Job Summary:

The Office Manager is a school-based role that will ensure the office of the school effectively serves and supports the students, families and staff. The Office Manager will report to the Principal. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining a positive school culture.

Duties and Responsibilities:

- Direct phone calls and guests properly and professionally
- Type and translate material, compose letters and memos, complete and distribute correspondence and produce weekly bulletins
- Coordinate, organize and secure the reception area, office space and all student, family, staff and school community information while ensuring confidentiality

- Maintain student files in accordance with policies and audit guidelines and monitor documentation for the school including physical examinations, records verification of incoming students, and student transcripts
- Assist with coordinating arrival, breakfast, lunch, and dismissal routines and procedures
- Maintain and ensure accuracy of student records, daily attendance and related reports
- Assist in ordering, purchasing, receiving and organizing school materials
- Establish relationships with families and coordinate parent volunteers on an as-needed basis
- Maintain and operate a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy

Requirements:

- AA required, Bachelor's Degree preferred
- Prior school office experience required
- Proficiency with the Microsoft office suite
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies

Attendance Clerk

Objective and Job Summary:

The Attendance Clerk will assist with the compliance of attendance recordkeeping and enforcement of school related attendance policies through his/her work with members of the administrative team to ensure the success of the school.

Duties and Responsibilities:

- Assist with greeting parents and visitors to the school
- Ensure that daily attendance is recorded accurately school-wide and follow-up with appropriate staff to ensure that attendance is taken accurately daily
- Ensure that monthly attendance is reconciled by teachers
- Provide a daily attendance report to the Principal and Executive Director
- Oversee the local and state reporting of attendance (P1, P2, and CALPADS)
- Manage state and local attendance policies, including SARB, SART, etc.
- Perform clerical duties, including data entry, mail correspondence, and answering phones
- Assist school leadership with home visits regarding scholar truancy issues as appropriate
- Contact parents regarding absences or student illness and logging all parent communication information in Student Information software

- Independently, or in accordance with administrative instructions, develop school communications in English and Spanish based on a thorough knowledge of school policies, regulations, and operational procedures
- Translate parent meetings and school events
- Prepare and maintain a variety of student, personnel, and school records
- Maintain and operate a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Enter attendance in Student Information System (SIS) as appropriate
- Assist in the coordination of special events as requested
- Field calls for the administrative team
- Assist the Executive Director and members of the administrative team, as directed

Requirements:

- Must have high school diploma or its equivalent
- A minimum of an Associate's Degree or two years of college preferred
- A minimum of one year experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment

Administrative Assistant

Objective and Job Summary:

The Administrative Assistant will support the Principal and Office Manager in the day-to-day oversight of the school office and facilities. S/he will have a significant role in supporting policies, systems, and procedures.

Duties and Responsibilities:

- Provide support to Principal and Office Manager
- Perform routine clerical duties such as filing, copying and operating office equipment
- Prepare and maintain employee and/or student attendance records
- Act 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
- Prepare outgoing mail
- Order, maintain inventory, and distribute supplies and equipment

Requirements:

- High school diploma or equivalent preferred

- Knowledge of communication skills, general office procedures and correct use of 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

Objective and Job Summary:

The Custodian assists the Facilities Manager in maintaining a safe and sanitary environment for students and staff to learn and work in during the school day.

Duties and Responsibilities:

- Perform general clean-up of all facilities (sweeps, mops, scrubs, polishes, vacuums, halls, offices, classrooms, restrooms, garbage and trash, walls, lunchroom, etc.)
- Maintain multi-purpose room floors, stages, lunchrooms, heating and air conditioning systems, or any other specialized tasks as appropriate
- Prepare and set up rooms for special meetings or events, parties or various other activities and cleans up afterwards which involves arranging seating, furniture, lights, sound, etc.
- May work extra hours to accommodate after school activities and functions
- Perform periodic major cleaning projects such as scrubbing walls, ceilings, etc.
- May take charge in the absence of the Facility Manager
- Secure building against vandalism, lock and unlock doors, turn off light switches and generally patrol the building and grounds
- Perform minor repairs as able (i.e. windows, doors, switches, desks, tables, equipment and appliances, sinks, toilets, blinds, minor electrical and plumbing, walls, repair effects from minor break-ins and other vandalism, etc.)

Requirements:

- High school diploma or equivalent preferred
- Minimum of one year experience in custodial work preferable
- Experienced in modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures
- Knowledgeable about cleaning materials, disinfectants and equipment used in custodial work
- Operation of heating and ventilation equipment, door closures, combination locks and mechanical equipment commonly found in schools
- Must demonstrate ability as custodian, including the:
 - Ability to understand and follow oral and written directions at a level required for successful job performance
 - Knowledge of modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures; cleaning materials, disinfectants and equipment used in custodial work

- Ability to communicate and interact effectively with multiple constituencies

Health Technician

Objective and Job Summary:

The Health Technician will carry out a variety of treatments and procedures necessary for providing health care services to meet the medical and physical needs of all students. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining a positive school culture.

Duties and Responsibilities:

- Assist with coordination and organization of a variety of activities pertaining to the health appraisal screening of students, to include assisting in the screening of pupils for vision and hearing deficiencies
- Screen student records for proper immunizations
- Advise parents of needed immunizations
- Maintain communication with parents until records of immunizations are provided
- Render first aid to injured and ill students
- Sterilize, disinfect, and bandage cuts, abrasions, and burns
- Observe for signs of shock and other emergency situations and record medical treatment administered
- Administer medication supplied by the parent with written orders from a physician and signed consent of the parent

Requirements:

- High school diploma or its equivalent preferred
- College coursework in the Health Aide field is preferred
- Must possess a valid and current first aid certificate and a cardiopulmonary resuscitation certificate (CPR)
- Must possess demonstrated ability in the following areas, as the lead health technician:
 - Working knowledge of basic principles and practices of first aid, CPR, and health care practices
 - Working knowledge of immunization laws and procedures
 - Knowledge of community emergency medical resources
 - Read prescriptions and directions from school nurse and physicians regarding treatment
 - Learn and follow a variety of medical treatment and procedures of specialized health care services
 - Learn terminology and operation procedures of a variety of health care equipment
 - Knowledge of computer/word processor, spreadsheet, computer software applications, database and word processing programs
 - Maintain confidentiality, prepare and maintain accurate records

ELEMENT 6 - Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Custodian of Record

The Chief Operations Officer will serve as the school's Custodian of Records per California Department of Justice requirements.

Health and Wellness Plan

Scholarship Prep classroom teachers will incorporate health instruction into core content areas during the regular school day. Beginning in transitional kindergarten, topics such as physiology, nutrition, diet, and healthy choices will be introduced and built upon at each grade level. All students will learn about physiology and practice maintaining proper health by developing responsible lifelong habits in and out of the classroom. Students will also understand the connection between nutrition, health, and success in athletic endeavors.

The knowledge and skills important for students to know and do may include: food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions. To help students reach goals for eating, students may be able to present a slide show that displays the nutritional value (i.e. amount of fat, protein, carbohydrates) in a meal they ate or prepared at home, and challenge students to maintain comparable amounts in the foods they choose to eat.

Scholarship Prep will participate in the School Breakfast and National School Lunch Program to provide healthy, nutritious meals to students before and during the school day. All meals served meet or exceed the federal regulations and guidance of the Healthy and Hunger-Free Kids Act of 2010.

Teachers may incorporate writing by asking students to record what they eat in their journals and record their energy levels throughout the day. By reading their journal entries, students will be able to self-assess and reflect on their eating habits to understand that the food they eat relates to how they feel during the day and

ultimately affects their ability to learn. The upper elementary grade levels may also participate in a drug and alcohol awareness education program to reinforce good decision-making and positive self-esteem. Information sessions for parents on health issues such as nutrition and disease, and socio-emotional well-being will be provided as needed during parent education meetings.

Students in sixth through eighth grades are of an age when they are becoming more responsible for making the choices that will impact their physical and emotional health during adolescence and throughout their lifetime. The Scholarship Prep 7th grade health and fitness curriculum will focus on the role of healthy food choices and the initiation of a personal exercise plan in the development of a healthy body. Students will analyze physical safety—making the choices that protect their bodies and that avoid unnecessary danger, e.g. risky hiking, swimming, bicycling, etc. Content will also include the biology of common illnesses and prevention strategies and the ways students can fortify their immune system – nutrition, aerobic exercise, sufficient relaxation and sleep.

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.

While recruitment during the first year is essential, it will remain a priority to maintain the targeted student enrollment throughout the life of the school. The school staff and administrative team will be encouraged to continuously seek students who are of the age in which they can enter Scholarship Prep and start on the path to college.

Scholarship Prep strongly believes students with a variety of life experiences add to the learning experiences of all. Scholarship Prep is committed to ensuring that all students and families with whom we interact during our recruitment outreach and process are made to feel welcome and respected.

Student Recruitment Plan

Scholarship Prep's outreach plan will include collaboration with several key individuals and other organizations. This outreach will take the form of group meetings with community members and potential families regarding our instructional and support

programs. Scholarship Prep will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders, these include:

School Information Meetings and School Tours – Scholarship Prep will hold information meetings to provide families with information about the school, its programs, mission, vision, and student support systems as well as conduct tours of the proposed school site. These meetings will include Spanish translation, if necessary, and question and answer sessions. Scholarship Prep leadership have conducted multiple school tours before submission of the charter petition and will continue to hold information meetings and tours up to and through the opening of the school. Information meetings have been held on the evenings of August 6th, August 14th, October 8th, and October 16th, 2018. We will continue holding monthly information meetings on the proposed school campus beginning in December.

Fliers/brochures – Scholarship Prep will create fliers and brochures in English and Spanish outlining our vision and mission statements for the school and the community for the purpose of student recruitment. Fliers will be distributed as one of the main means to recruit students each year before and during our Open Enrollment period. Each year we plan to disseminate informational fliers/brochures to the surrounding community and agencies with ties to underserved populations. The Scholarship Prep recruitment team will be active in the community, including attending dance classes at the Lomita Recreation Center, the Santa and Polar Express event on December 2nd at the Lomita Railroad Museum, and the Lomita City Hall tree lighting on December 7th. We will also mail fliers and/or postcards directly to homes in the surrounding areas to ensure the broadest and most equitable recruitment outreach. Postcards were mailed to the surrounding communities on July 20th, 2018. We will mail updated postcards after receiving a vote of approval. Letters were sent out to interested families in July and September, 2018.

Media – Scholarship Prep will work with local media outlets such as *La Opinión* and the *Daily Breeze* to send news releases and place advertisements about student recruitment, the school opening, and events after receiving a vote of approval. All press releases will be translated into Spanish, if required.

Electronic Media – Scholarship Prep has utilized a website (www.scholarshipschools.org) and social media feeds (Facebook, Twitter, etc.) to communicate information about the school's mission and vision, instructional practices, student registration, upcoming events, Board of Directors member information, agendas and meetings, and contact information for parents. We will continue to do so after receiving a vote of approval.

This recruitment plan will achieve and maintain the LAUSD Racial and Ethnic Balance goal by ensuring that our efforts encompass the entirety of the surrounding communities. Our recruitment team's proactivity and frequency of efforts will engage the widest audience possible, including traditionally hard-to-reach areas and families.

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.

In accordance with AB 699 enacted on October 4, 2017, the school's non-discrimination provision shall include immigration status.

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, immigration status, 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.

Admission Requirements

Scholarship Prep will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). Scholarship Prep will enroll all pupils who wish to attend to the extent that space allows and will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

Scholarship Prep will establish a period of open enrollment ending no later than March 1st of each year. The first day of the open enrollment period, the deadline for submitting enrollment forms, and the date, location, and procedures for the random public drawing/lottery will be advertised via the school website and the school's main office. During the Open Enrollment period student enrollment forms will be accepted. After the open enrollment period closes, should Scholarship Prep receive a number of enrollment forms from potential students that exceeds the number of spaces available at each grade level within the school, the school will conduct a random public drawing/lottery as set forth below, with the exception of existing students who are guaranteed enrollment in the following school year. Scholarship Prep will use the following methods of communication to inform interested parties of the timelines, rules, and procedures to be followed during the open enrollment and lottery processes:

- The school website;
- Social media;
- Phone calls;
- Emails; and
- Postcards/Flyers.

If Scholarship Prep has spaces available after the open enrollment period, enrollment forms will continue to be accepted.

Following our public random drawing/lottery, students not able to attend Scholarship Prep due to space limitations will be placed on a waiting list in the order the registration

is received, and then will be contacted when a vacancy occurs. The students and their families will be informed of their place on the waiting list.

The lottery Waiting List will expire at the end of each school year.

The enrollment process is comprised of the following:

1. Completion of a student enrollment form; and
2. Upon acceptance of enrollment, the following admission forms include:
 - Admission Application, Home Language Survey, and Emergency Medical Information Form;
 - Copy of Proof of Immunizations;
 - Copy of Proof of Residence;
 - Proof of birth date;
 - Copy of student's IEP or 504 Plan, if applicable;
 - Parent signature on Technology Use Agreement, Release and Waiver of Liability, Assumption of Risk Form, and Photograph/Media Waiver;
 - Emergency Contact Information;
 - Oral Health Assessment for Kindergarten; and
 - Report of Health Examination for School Entry.

Prior to the start of the school year, the Scholarship Prep Handbook outlining the parent and student-related policies and procedures will be available on the school website or in-hard copy from the school directly. Parents will be notified that providing volunteer service or performing volunteer service hours is not a requirement for acceptance to, or continued enrollment at, Scholarship Prep via the Handbook or other materials provided during the enrollment process.

For any changes to the enrollment process and preferences set forth in the charter, the school will contact the District to determine the appropriate steps for revision of the charter.

Student Recruitment

The Scholarship Prep recruitment team will be active in the surrounding communities. Marketing efforts will be primarily targeted to students residing in Lomita and Harbor City or attending local elementary, middle, and TK-8 schools. Scholarship Prep is committed to serving all students and will ensure that efforts to reach students with low academic performance, disabilities, and coming from socio-economically disadvantaged homes are intense and consistent.

Recruitment methods will include attending community events, distributing fliers in both English and Spanish in the community, holding parent meetings at the school site, home mailers, and print/radio advertisements.

Lottery Preferences and Procedures

Scholarship Prep will have a hierarchy of preferences for enrollment. The following rules and procedures will be communicated to all interested parties prior to holding the lottery via the school's website and other means.

Pursuant to Education Code section 47605(d)(2)(B), as amended by AB 1360 (2017), the following groups of students will be given preference in the lottery, pending space available, in the order described below:

- *Siblings of currently enrolled and newly admitted students residing within the district;*
- *Children of staff residing within the district (not to exceed 10% of the total enrollment);*
- *Students residing within the District; and*
- *Students who are currently enrolled in or who reside in the elementary school attendance area of the Public elementary school(s) in which [Charter School] is located (for purposes of the Charter School Facility Grant Program).*

Currently enrolled students will be exempt from the lottery.

The lottery procedures will be as follows:

- All students in the preference categories as shown above shall be admitted through the lottery process to the school for the coming year, in the order presented above;
- If a newly admitted student has siblings who have also applied, those siblings shall be placed on the list of siblings to be enrolled if space is available;
- If the total number of students in the preference categories as shown above exceeds space available, the additional students in the preference categories shall be placed on a priority waitlist in the order set forth above. Students (in each category listed above) would be placed on the priority waitlist in the order drawn or the order enrolled;
- Students on the priority waitlist shall be admitted as space becomes available, and prior to any students from the regular waitlist established in the following steps of the lottery;
- Students will be enrolled or added to the regular waitlist in the order their name is drawn during the lottery;
- The lottery will take place in April of each year;
- The lottery will take place on the school's campus or in a facility large enough to allow all interested parties who wish to attend to do so;
- All interested parties will be provided via the contact information on their enrollment forms the timeline, rules and procedures to be followed during the lottery process, prior to the holding of the lottery, and will be informed of how many openings are available in the school and in the different grades served by the school; and
- The lottery will take place on a given published date.

The lottery may be conducted electronically or student names may be drawn from a “drum” to ensure the lottery is fair, and the lottery will be held during a public forum so that interested parties may attend and observe. Lottery Protocols will be established and shared with prospective parents. Following the lottery, parents/guardians of students who have been offered a seat will be contacted. Contact will be by email, personal phone call, and/or U.S. mail.

Following the lottery, the admission procedures below shall be applied for the coming school year:

- As space becomes available, students shall be admitted first from the priority Wait List for a given grade. Only once all priority Wait List students have been enrolled (within the 10% cap for staff and founding members' children) will students be enrolled from the waitlist.
- When a student is admitted from the priority waitlist or regular waitlist, any siblings of that student who are not yet enrolled shall be moved to the end of the priority waitlist in order to ensure concurrent enrollment of siblings to the extent possible.

Families promoted from the waitlists shall be contacted when there is an opening. Contact will be by email, personal phone call, and/or U.S. mail. Parents shall have three (3) business days from the date of first notification to respond. Scholarship Prep shall attempt on at least two additional occasions to contact the parent(s)/guardian(s) of students promoted from the waitlists during the three (3) business days period. Those families not responding within the three (3) business days will forfeit their right to enroll all of their family's students in the school, and all siblings within that family shall be removed from all waitlists. The next student on the waitlist shall be contacted to fill the open position. Parents who forfeit their right to accept enrollment when offered, but are still interested in enrolling at Scholarship Prep, must reapply. The waitlist established by each annual lottery will not carry over from one year to the next, and is only in effect for the school year for which the lottery was established.

The following conditions will apply in subsequent years to determine returning student counts:

- In the spring, during the Open Enrollment period, the parent(s)/guardian(s) of students attending Scholarship Prep will be asked to confirm their plan to continue their enrollment in order to get accurate students numbers (continued enrollment is guaranteed regardless of Form submission).

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

Annual Audit Procedures

Each year, the Scholarship Prep Board of Directors will form an audit committee to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. The audit committee shall be responsible for contracting with an auditor from the California State Controller's list of auditors approved to conduct charter school audits. This audit will be conducted according to Generally Accepted Accounting Practices (GAAP) and the applicable provisions within the California Code of Regulations governing audits of charter schools, as published in the State Controller's Guide.

The school's audit committee, led the Chief Operations Officer, will review any audit exceptions or deficiencies and report to the Scholarship Prep Board of Directors with

recommendations on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the District.

Scholarship Prep's Chief Operations Officer will be responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

ELEMENT 10: Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

This Pupil Suspension and Expulsion Policy, from which our student handbook is developed, has been established in order to promote learning and protect the safety and well-being of all students at Scholarship Prep and to be consistent with LAUSD's *Discipline Foundation Policy* and *School Discipline Policy* and *School Climate Bill of Rights*. Scholarship Prep is committed to an annual review of policies and procedures surrounding suspensions and expulsions. For any changes to the student discipline system set forth in the charter, the school will contact the District to determine the appropriate steps for revision of the charter.

Scholarship Prep staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The student handbook will clearly describe the discipline expectations taken from this Pupil Suspension and Expulsion Policy and Element 10 of the petition. It will be provided to parents each year and will be posted through the school website. 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.

The mission of the Scholarship Prep School-Wide Positive Behavior Intervention and Support (SWPBIS) system is the creation of a culture by which every student adheres to the core tenets of citizenship, leadership, and character. Through an informal partnership with Harper for Kids, the Pyramid of Success, first created by famed UCLA Basketball coach John Wooden, is interwoven throughout our school, both instructionally and visibly, always reminding our students of the expectations that have been set in order for success to be achieved.

The key character traits our "Scholars" (students) are expected to strive towards include: Personal Best, Poise, Confidence, Fitness, Skill, Team Spirit, Self-Control, Alertness, Action, Determination, Hard Work, Friendship, Loyalty, Cooperation, and Enthusiasm. The goal will be for each child to clearly articulate strengths and areas of growth within their own character using the Pyramid of Success as key vocabulary. These reflective and honest conversations between members of the Scholarship Prep community will lead to students matriculating from Scholarship Prep as self-aware individuals that understand that our character is something that we work on, just as we work on our reading skills or math skills. They will be able to articulate what each character trait means and what it looks like. At Scholarship Prep, character instruction permeates every subject and is part of the daily schedule; teachers also weave the character traits into their direct instruction.

The SWPBIS system at Scholarship Prep is designed to ensure that each student has the opportunity to learn in a safe and secure environment, as well as meet the expectations set forth by the Pyramid of Success. Our aim is to develop responsibility, good citizenship, and respect for others. Each teacher has standards for classroom behavior and an appropriate reinforcement system, which are communicated to parents at the beginning of the year at Back to College (Back to School) Night. The school-wide behavior policy, "Take care of yourself. Take care of others. Take care of Scholarship Prep," emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive.

The Administrators discuss and model these expectations at grade level assemblies at the beginning of the school year. At Scholarship Prep, all students will be expected to follow dress code and practice common courtesies (*please, thank you*, and proper greetings), use good table manners at recess periods, and learn how to converse respectfully with their peers and with adults. All the school's high expectations will be

explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors will be rewarded, serving as a model for peers. The monitoring of student behavior data will be the responsibility of the Principal, including data analysis, trend identification, reporting to staff and stakeholders, and spearheading the creation of needed interventions and supports.

Character Rewards

Success Tickets

When a staff member observes a student doing something that exemplifies any of the traits on the Pyramid of Success, they will fill out a "Success Ticket." Success Tickets can be given to students who display outstanding sportsmanship and helpfulness on the playground and while on campus. The Pep Squad will regularly hold a student store where students can redeem their tickets for prizes.

Character Consequences

Scholarship Prep's student handbook is consistent with this charter petition and includes day-to-day discipline such as school detentions, suspensions, and guidelines for suspension and expulsion.

Disciplinary options available to the teachers include: student reminder, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place.

Student Reminder

Student Reminder forms can be issued to students who have made poor choices. The Student Reminder Form will indicate the reason for the infraction, the Pyramid of Success block the student must improve in, and the consequence. The forms must be signed by the student's parent/guardian and returned to school the next day.

Office Referral

Any student receiving a verified office referral can earn no higher than a "C" in conduct for the trimester. The student must meet with the school principal/administrative designee, and the parent(s)/guardian(s) will be contacted. The office referral will indicate the reason for the referral, teacher comments (including the reason for the referral), action/recommendations, and administrative comments. The parent(s)/guardian(s) must sign the office referral and return it to school the following day.

General Rules

1. To avoid injury, children must walk, not run, on all concrete and asphalt areas.
2. Children will show respect for people and property through their language and behavior.
3. Children should resolve their own conflicts in a positive way whenever possible before requesting help from the school staff.
4. Students leaving their rooms during class time to go to the restroom, front office, or some other place should walk quietly at all times.
5. Nutritious snacks are encouraged during recess and must be eaten at the picnic tables and/or the playground.
6. Chewing gum is not permitted.
7. Bikes must be walked while on school grounds. Skates, roller blades, skateboards, and other personal equipment or toys are to be left at home unless teacher approval is given.

Fire Drills and Disaster Drills

Follow the directions given by the teacher. Silence is mandatory.

Games

1. Use playground equipment properly.
2. All children are welcome to join all games – there are no closed games.
3. The designated judge for each game is the first person in line. A judge's decision is final.
4. Keep-away, tackling, tag and wrestling are prohibited.
5. Bouncing balls against buildings is prohibited.
6. Hand balls are for bouncing and throwing only.

Village and Arena (playground areas)

1. Speak using inside voices.
2. Say "Please" and "Thank you".
3. Clean your area before leaving.
4. Raise your hand to be dismissed.
5. Always walk in the eating area.

School Jurisdiction

All students are held accountable to all school rules and policies while under the school's jurisdiction, including:

- While on school grounds;
- While going to or coming from school;
- During the lunch period whether on or off the campus; and
- During, or while going to or coming from, a school-sponsored activity.

Restorative Justice

Scholarship Prep firmly believes in the power of Restorative Practices to build community, nurture positive relationships, prevent wrongdoing, and repair harm. Multiple Scholarship Prep staff members, including teachers and executive leadership, have received training from the International Institute for Restorative Practices. We will actively implement restorative practices to move away from the traditional punitive or permissive discipline systems. The three main restorative practices that will be utilized are:

- Restorative Conferences: problem-solving and forward-looking meetings between the offender(s) and victim(s) as well as their family and friends, as appropriate;
- Circles: a variable meeting facilitated (but not led) by the classroom teacher or Principal to resolve conflict, heal, develop relationships, or prevent wrongdoing amongst a larger group of people; and
- Affective Statements and Questions: reframing of direct conversations to communicate people's feelings and the impact of actions.

Restorative Practices also provide an alternative to suspensions. Our discipline and consequence system is designed to develop citizenship, leadership, and character while having students take responsibility for their actions. The use of Restorative Practices will allow for offended students to be made whole and for offenders to realize the impact of their actions without the need for suspension and missed instructional time. Research projects on citizenship, parent meetings, daily conduct logs, class presentations on leaders and leadership traits, counseling sessions, and restorative conferences will serve as alternatives to suspensions as appropriately determined by the Principal.

Professional Development

As with curriculum and instruction, professional development is key to the effective implementation and sustained success of our discipline policy. Specific trainings that will be provided during summer PD and throughout the school year will include:

- Classroom management planning for new teachers;
- School-wide discipline policy for all staff;
- Restorative practices for all staff; and
- Intensive coaching sessions for staff as needed.

In-School Suspension

In-school suspensions will be given as alternatives to out-of-school suspensions when appropriate, but only if the student poses no imminent danger or threat to the campus, students, or staff. All in-school suspensions will be administered at the discretion of the Principal and held in the Principal's office or other suitable location as determined by the Principal. Students will complete assigned classwork as well as behavior reflection prompts under the supervision of the Principal or designated staff member. The Principal will be responsible for notifying students' parents/guardians of the specific offense(s) committed and the duration of the suspension. The grounds for in-school suspensions

will not exceed the grounds for out-of-school suspensions. Teachers will provide students with assignments to complete by the end of the school day. Suspensions will be served in the Principal's office or other spaces as chosen by the Principal. The maximum number of days of in-school suspension per incident is five (5) days and shall not exceed twenty (20) days in one academic year.

Grounds for Suspension and Expulsion

Scholarship Prep is exempt from Education Code section 48900 *et seq.* related to requirements and procedures for student suspension and expulsion. Therefore, references in this charter to those Education Code provisions are used as a guideline. A student may be suspended or expelled for any of the acts enumerated below related to school activity or school attendance that occur 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. Offences will be updated as the need arises and based on changes to Education Code pertaining to suspension and/or expulsion.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove

cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the

protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (r) of Section 48900 of the Education Code, directed specifically toward a pupil or school personnel.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.

- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive.

3. Discretionary Expellable Offenses. Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (r) of Section 48900 of the Education Code, directed specifically toward a pupil or school personnel.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Other Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts, unless the Principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- a) Causing serious physical injury to another person, except in self-defense.
- b) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- c) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; or (ii) the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- d) Robbery or extortion.
- e) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

5. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Out-of-School Suspension Procedures

Suspensions shall be initiated by the Principal according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the principal with the student and his or her parent and, whenever practical, the teacher, supervisor or Scholarship Prep employee who referred the student to the principal.

The conference may be omitted if the principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Scholarship Prep's 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. The process for investigating incidents and collecting evidence will be fair and thorough. 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 Scholarship Prep officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal 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. If the Principal wishes 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.

3. Suspension Time Limits and Procedures

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year. For a student with a disability, the maximum number of days shall not exceed ten (10). Any student serving a suspension will receive meaningful access to education and will have the opportunity to complete instructional activities missed due to suspension time. Suspended students will be able to communicate with their grade level teacher(s) for any questions and for evaluation of work and shall receive homework assignments and modified instruction during their suspension and be provided the opportunity to make up any missed assessments. The grade level teacher(s) will provide all assignments teacher for student's completion at home. The method in which assignments will be delivered will be decided on a case-by-case basis and prior to the end of the 1st day of suspension.

4. Suspension Appeals

The parent/guardian may appeal a suspension by submitting a written request to the Scholarship Prep Executive Director within three (3) school days of the first day of the suspension. The request must identify the basis for the appeal and include any supporting evidence. The Executive Director will evaluate the appeal and issue a written decision to the parent/guardian within five (5) school days of receiving the appeal request. The Executive Director may uphold the suspension, modify the suspension (e.g., reduce suspension duration, if possible), or overturn the suspension and expunge the suspension from the student's record. The Executive Director's decision shall be final. A student shall remain suspended during an appeal, but may

return to school at the end of the scheduled suspension while an appeal is pending. If a student is also recommended for expulsion, any suspension appeal will be considered concurrently with the expulsion process.

5. Recommendation for Expulsion

Upon a recommendation of Expulsion by the Principal, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The maximum number of days a suspension can be extended is ten (10). In the interim, students will follow the same procedures and receiving the same meaningful access as during a regular suspension. Scholarship Prep will provide interim placement and instruction to the student through their MOU with LAUSD.

Expulsion Procedures

A student may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the Principal. The Hearing Officer will be assigned by the Executive Director as needed, and shall be an executive administrator from Scholarship Prep that is not directly involved with the student's disciplinary process. The Hearing Officer will make an expulsion decision if any student is found to have committed an expellable offense. The decision to expel a pupil shall be based on the finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and
- 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.

Students recommended for expulsion by the Principal are entitled to a hearing, which will be recorded, to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal makes a recommendation for expulsion. Written notice of the hearing will be sent from the Executive Director to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing, which shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;

3. A copy of Scholarship Prep's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Scholarship Prep to any other school district or school to which the student seeks enrollment;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. Information regarding reasonable accommodations and language support;
8. The opportunity to confront and question all witnesses who testify at the hearing; and
9. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The Hearing Officer will make a decision whether to expel. The hearing shall be held in a confidential setting closed to the public (complying with all pupil confidentiality rules under FERPA).

Involuntary Student Disenrollment, Dismissal, or Transfer

No pupil shall be involuntarily removed by Scholarship Prep for any reason unless the parent or guardian of the pupil has been provided written notice in-person and/or by mail of intent to remove the pupil no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil will remain enrolled at Scholarship Prep until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the 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. The Hearing Officer must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.
4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer 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 Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer 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 Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer 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.

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 Hearing Officer to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer 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 in public, 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 Hearing Officer shall be in the form of written findings of fact and a written decision. The decision by the Hearing Officer shall be made within ten (10) school days following the conclusion of the hearing, or as soon thereafter as is practicable.

If the Hearing Officer decides not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal following a decision of the Hearing Officer to expel shall send written notice of the decision to expel, including the Hearing Officer'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 the Charter School; and Rights to appeal and procedure.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the LAUSD. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

Post Expulsion Support

Scholarship Prep will provide post-expulsion support to parents/guardians to find alternative placement. Scholarship prep will provide parents/guardians with LAUSD contact information to find an alternative placement, and Scholarship Prep will act a liaison to the appropriate District offices as needed.

Disciplinary Records

Scholarship Prep shall maintain records of all student suspensions and expulsions at Scholarship Prep. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

A decision to expel may be appealed within ten (10) calendar days of the date of the Hearing Officer's written decision to expel. The parent/guardian must submit the appeal request in writing to the Scholarship Prep Executive Director. A meeting of the school's Expulsion Appeal Panel shall be convened within thirty (30) school days of receipt of the written appeal request. The student's parent/guardian will be provided notice of the meeting and must either attend to present his/her appeal verbally or submit written documentation supporting the appeal. Language support shall be provided upon request. The Expulsion Appeal Panel shall be comprised of three (3) Board members appointed by the Board's presiding officer (*i.e.*, the Chairperson or Board President) at least annually. The Expulsion Appeal Panel hearing will follow the same protections of the original hearing. The decision of the Expulsion Appeal Panel shall be final. Parents/guardians will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) school days of the meeting. In the event the Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated and returned to his/her educational program.

ELEMENT 11: Employee Retirement Systems

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

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

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

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

Certificated Staff Members

Classified Staff Members

Other Staff Members

Scholarship Prep may participate in the State Teachers' Retirement System (STRS) and/or the Public Employees Retirement System (PERS) program for all eligible persons working at the school. Should Scholarship Prep participate in STRS and/or PERS, we will continue such participation for the duration of the school's existence under the same CDS code. Withholdings from employees and Scholarship Prep will be reported and forwarded to the STRS fund as required by the COO, and Scholarship Prep will continue to comply with all policies and procedures for payroll reporting.

Employees will accumulate service credit years in the same manner as all other members of STRS and/or PERS. Scholarship Prep Board of Directors also reserves the right to offer additional retirement plans as it deems appropriate. Scholarship Prep understands that PERS may not be available to previously eligible employees and therefore said employees will be provided with alternatives for retirement programs until the time PERS is made available, if at all.

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.

No pupil shall be required to attend Scholarship Prep. Each student enrolled at Scholarship Prep will be informed on the cover sheet of the admissions packet that the student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Scholarship Prep, except to the extent that such a right is extended by the local education agency.

Students who reside in the District who opt not to attend Scholarship Prep may attend other District schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

ELEMENT 13: Rights of District Employees

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

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

ELEMENT 14: Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

Scholarship Prep Lomita-Harbor City
c/o Executive Director
25425 S. Western Avenue
Lomita, CA 90717

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

NON-PROPOSITION 39 DISPUTES

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

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

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

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

Scholarship Prep Lomita-Harbor City
c/o Executive Director
25425 S. Western Avenue
Lomita, CA 90717

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is

received by the other party or other date as determined by mutual agreement of the parties.

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

ELEMENT 15: Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles

County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to

grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list

shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to

operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure Procedures

The Executive Director and Chief Operations Officer will serve as the school's closure agents in the event that the school closes.

ADDITIONAL PROVISIONS

FACILITIES

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

District-Owned Facilities

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

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

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

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other

District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

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

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

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

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies

acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a

separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents,

representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Scholarship Prep Lomita-Harbor City] (also referred to herein as “[Scholarship Pre]” 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 measurable 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.³¹

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.

³¹ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and

representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community

meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year

- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education,

pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

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

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

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student

records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School

unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

Director/Principal
[Scholarship Prep Lomita-Harbor City]
[25425 S. Western Ave., Lomita, CA, 90717]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

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

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

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

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

Director/Principal
[Scholarship Prep Lomita-Harbor City]
[25425 S. Western Ave., Lomita, CA, 90717]

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual

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

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

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

Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District

therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

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

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the

District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

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

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any

applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and

volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)