

**LAUSD BOARD
APPROVED**



**11/07/17
(BR 186-17/18)
TERM: 2018-2023**



**STEM Preparatory Elementary School
Charter Petition for a Five-Year Term
(July 1, 2018 to June 30, 2023)**

**Submitted September 11, 2017
to the
Los Angeles Unified School District
Board of Education**

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AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

STEM Preparatory Elementary School (also referred to herein as “STEM Prep” and “Charter School”) shall:

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

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

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

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

GENERAL INFORMATION

1. GENERAL INFORMATION TABLE

GENERAL INFORMATION	
● The contact person for Charter School is:	Dr. Emilio Pack, CEO
● The contact address for Charter School is:	3200 W. Adams Blvd., Los Angeles, CA 90018
● The contact phone number for Charter School is:	(323) 821-1393
● The proposed address or ZIP Code of the target community to be served by Charter School is:	1374 W. 35 th St., Los Angeles, CA 90007
● This location is in LAUSD Board District:	1
● This location is in LAUSD Local District:	Central
● The grade configuration of Charter School is:	TK/K-5
● The number of students in the first year will be:	200
● The grade level(s) of the students in the first year will be:	TK-3
● Charter School's scheduled first day of instruction in 2017-2018 is:	August 13, 2018
● The enrollment capacity is: ● (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	450
● 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:	8:10 AM to 2:40 PM
● The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

COMMUNITY NEED FOR CHARTER SCHOOL

STEM Preparatory Elementary School (STEM Prep ES) will be the third school operated by STEM Preparatory Schools, Inc., adding a much-needed STEM-themed elementary school in the Jefferson Park community served by Crown Preparatory Academy (grades 5-8) and Math and Science College Prep (grades 9-12). Math and Science College Prep (MSCP), Crown Preparatory Academy (CPA), and now STEM Prep ES (collectively, STEM Prep Schools) are committed to disrupting the status quo of inequitable access to high quality STEM pathways for women and minorities by cultivating a family of students and staff who solve problems through collaboration, innovation, passion, and perseverance. We emphasize the social, emotional, physical, and intellectual development of each child and strive to instill high standards for academic integrity and leadership in our students. Through our programs, students are given the technology, skills, and knowledge to be effective members of our school community and a global society. STEM Prep ES will be the only STEM-themed elementary school serving the Jefferson Park area.

OPERATIONAL HISTORY AND SUCCESS

Math Science College Prep (MSCP), currently in its fourth year of operations, serves 532 students in grades 9-12; we graduated our first class of seniors (100%) in 2017. ***In 2014, MSCP was awarded prestigious recognition as a Gold Ribbon School by the California Department of Education (CDE).*** MSCP was one of just 180 high schools across the state to receive this award, which recognized high schools that made gains in implementing the academic content and state performance standards. We also were recognized as a **Title I Academic Achieving School** for our academic success with a majority of students living at or below the poverty line.

In addition to this prominent recognition, in just four years, MSCP has also achieved the following highlights:

- 100% high school graduation rate
- 80% of seniors admitted to a four-year college
- 66% of students were accepted to college with a declared STEM major
- On the 2016 CAASPP, MSCP's performance dramatically outpaced LAUSD and California proficiency levels for 11th graders:
 - in ELA, 82% of MSCP's 11th graders Met/Exceeded state standards, compared to 54% across all of LAUSD and 59% of 11th graders across California
 - in Math, 55% of MSCP's 11th graders Met/Exceeded state standards, almost double the LAUSD rate of 28% and significantly higher than the statewide rate of 33%. (<http://caaspp.cde.ca.gov>)
- Diverse enrollment, including 83% Hispanic/Latino, 12% Black, 2% Asian, 88% FRPL, 17% English Learner and 11% Special Education.
- In 2014, one of our teachers, Brittany Reeser, received the **California Charter School Teacher of the Year** award from the California Charter Schools Association.
- Our CEO and Founder, Emilio Pack, was recognized as the **2017 Hart Vision Leader of the Year Award from the California Charter Schools Association**, the **2016 Latino Non-Profit of the Year** by the *Los Angeles Business Journal*, and is the **Chairperson of the Los Angeles Advocacy Council**.
- Our success has helped to generate significant donations from a diverse set of foundations and corporations including a multi-year investment from the Charter School Growth Fund, an

Innovation Grant from the Riordan Foundation, and a contribution from Northrop Grumman focused on STEM learning at our school.

In July 2015, MSCP merged with Crown Preparatory Academy, an independent charter school founded in 2010 that serves students in grades 5-8 in the West Adams community. ***Like MSCP, CPA was awarded prestigious recognition as a Gold Ribbon School by the California Department of Education (CDE); one of just 18 schools in LAUSD to receive the award.*** CPA's enrollment is 13% Black, 86% Hispanic/Latino, 95% FRPL, 25% English Learner and 12% Special Education.

LEADERSHIP TEAM

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

Dr. Emilio Pack, Chief Executive Officer

After helping to launch, staff, and lead charters for the Alliance College-Ready Public schools, including LA's third-ranked top-performing public high school, Emilio Pack founded his own high school, Math and Science College Prep (MSCP). He now leads STEM Prep, a charter management network that oversees a first-of-its-kind partnership between a traditional district elementary school and a charter middle school, Crown Preparatory Academy. MSCP is also part of the Stem Prep family of schools.

In 2015, Emilio Pack was profiled by *L.A. Weekly Magazine* as one of its People of the Year. The *Los Angeles Business Journal* also awarded STEM Prep the Latino Nonprofit of the Year in 2015

Dr. Pack was also awarded the prestige Hart Vision Award as the Charter School Leader of the Year in 2017. Dr. Pack also has served as the Assistant Director, Director, and Executive in Residence of Loyola Marymount University's Institute of School Leadership and Administration.

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

Janette Rodriguez-Pack, Chief Academic Officer

For over 15 years, Janette Rodriguez-Pack has worked as an educator in some of the most impoverished communities throughout Los Angeles. As Principal at Alliance Dr. Olga Mohan High School, the school was awarded California Charter School of the Year (2011) by the California Charter Schools Association, and received the California Distinguished Schools Award from the California Department of Education in both 2009 and 2013. In 2013, Ms. Rodriguez-Pack helped to open MSCP as the Founding Principal, which she has led to become a top-performing public high school in California, including recognition as a California Gold Ribbon school in 2015. Ms. Rodriguez-Pack is now Chief Academic Officer for STEM Prep Schools in 2017-2018. She earned a Bachelor's of Arts Degree from the University of California, San Diego, a Tier I School Administration Credential from Cal Poly Pomona, and a Tier II Administrative Credential from Loyola Marymount University.

Eric Barlow, Chief Operating Officer

As Chief Operating Officer of STEM Preparatory Schools, Mr. Barlow manages a team of 16 and oversees all aspects of STEM Prep operations including compliance, human resources, facilities, technology, communication, finance, governance, risk management, and student data.

Mr. Barlow graduated from the Engineering School at Cornell University and began his career teaching 7th grade math in Brooklyn, NY, and received his Master's in Teaching from Pace

University. In 2009, Mr. Barlow became Director of Operations for the Alliance College-Ready Public Schools, a network of charter schools in Los Angeles which grew from 11 to 21 schools during his tenure. He left the Alliance in 2013 to join MSCP, and helped facilitate its merger with CPA in 2015.

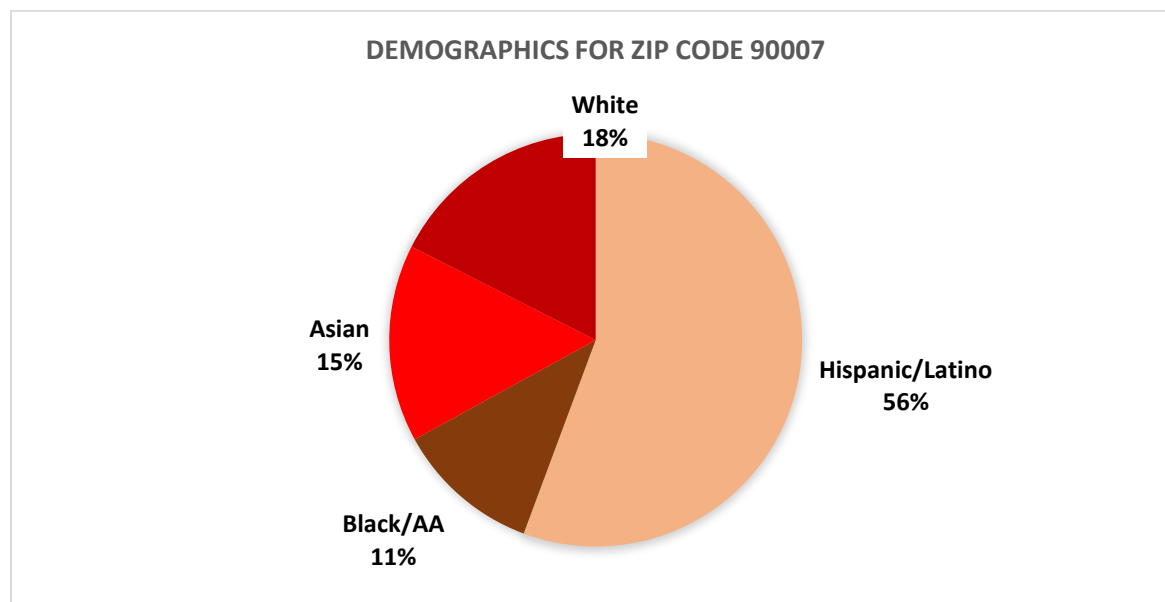
2. TARGET NEIGHBORHOOD/COMMUNITY TO BE SERVED

Our plan is to locate in the Exposition Park neighborhood of mid-City Los Angeles, very near where CPA and MSCP are located. We have identified a private facility at 1374 W. 35th Street, Los Angeles, CA 90007. In the event this facility does not work out, we will pursue alternatives in the neighborhood.

COMMUNITY CHARACTERISTICS

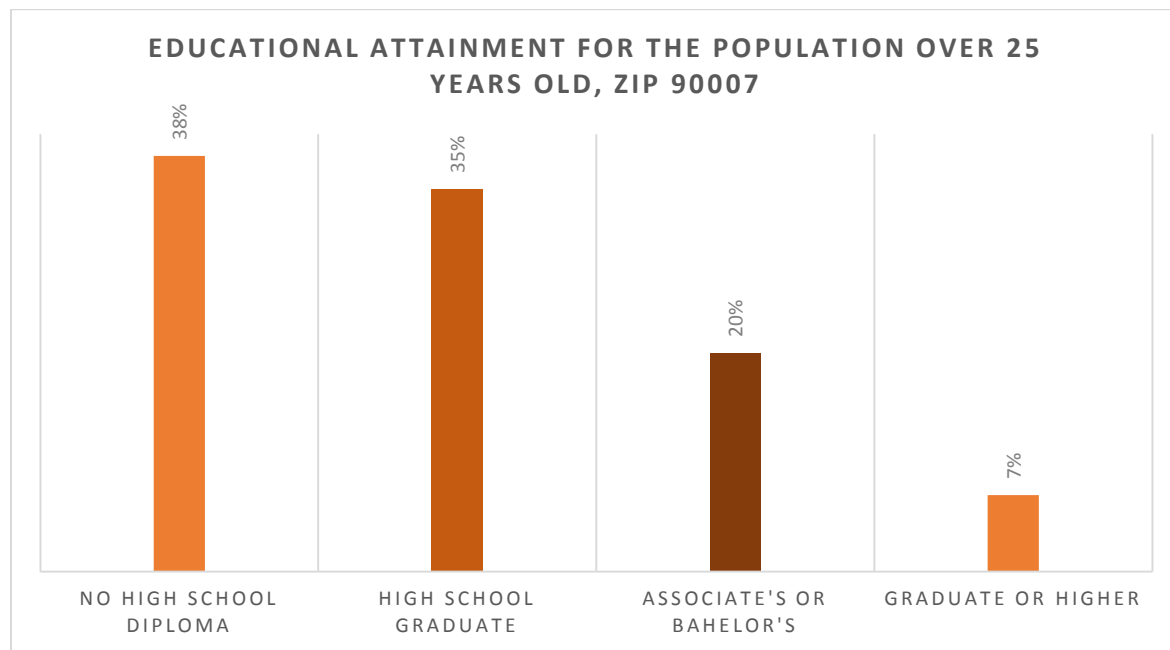
Having served this community through MSCP and CPA since 2010, we understand the challenges children and families in the area face. According to the *L.A. Times'* Community Mapping data, Exposition Park Over ranked 22nd for the rate of violent crimes out of 209 neighborhoods tracked by the L.A. Times, with 207 violent crimes committed in this 1.85 square mile community in just six months. (<http://maps.latimes.com/neighborhoods/neighborhood/exposition-park/crime> (six-month period ending April 23rd, 2017).) This included two homicides, six reported rapes, and 129 reported cases of aggravated assault. In that same time period, there were 441 property crimes in the neighborhood, with Exposition Park ranking 75/209 for property crimes. (Ibid.) The adjacent Adams-Normandie neighborhood, just .81 square miles, reported similar issues, ranking 38th for violent crime and 117th for property crime.

More broadly, zip code 90007, where our proposed facility is located, is racially diverse, with slightly more than half of residents Hispanic/Latino, and the remaining 44% a mix of White, African American and Asian/Pacific Islander.



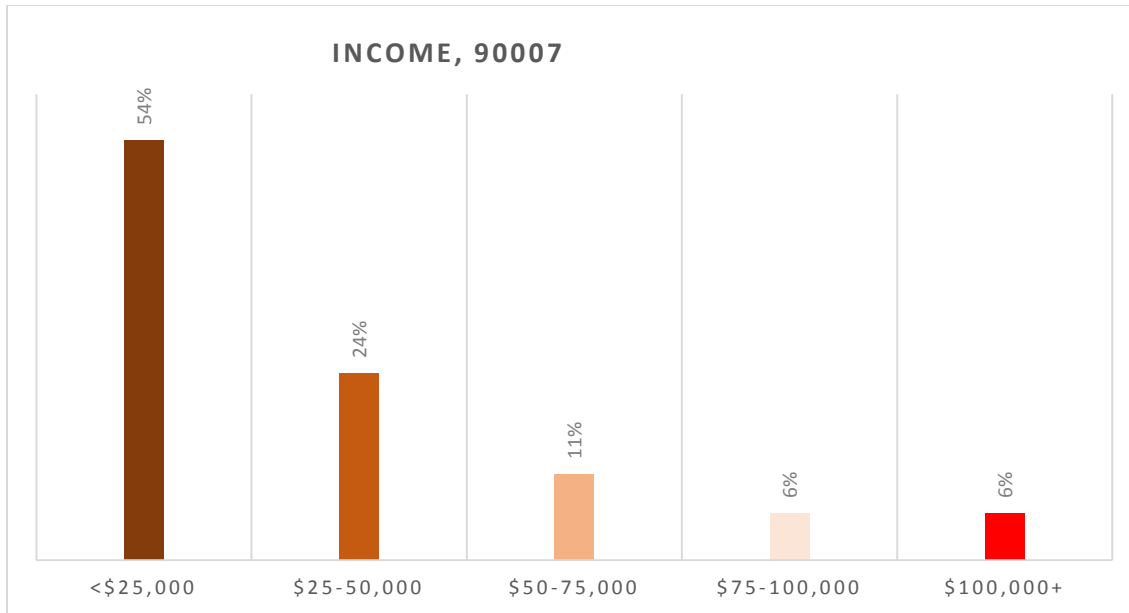
(Source: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

While zip code 90007 is the home to the University of Southern California, only 27% of the area's residents over 25 have a two or four-year college degree and more one third – 38% -- did not complete high school.



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

Given the high percentage of adults who did not complete high school, with another 35% who have a high school diploma but no college, it is not surprising that this area is predominantly low-income – **47% of families with children under 18 in zip code 90007 lived below the federal poverty line; in 2017, the federal poverty line for a family of four is \$24,900.** (<https://aspe.hhs.gov/poverty-guidelines>). Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two working adults needs to earn \$73,615 annually to be self-sustaining (not needing public assistance) in Los Angeles. (<http://livingwage.mit.edu/counties/06037>; the calculator uses “a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs). This equates to \$17.70/hour per adult; the federal poverty line rate equates to just \$5.00/hour. In other words, as many as 89% of families in this zip code are living in poverty based on the economic realities of the area.



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

EXISTING PUBLIC SCHOOL OPTIONS IN THE COMMUNITY

Within three miles of our proposed campus at 1374 W. 35th Street, Los Angeles, CA 90007, we have identified eight traditional public elementary schools and three charter schools serving grades K-5. None of these schools offer a STEM-themed program, though the Alexander Science Center School does offer a science-focused program in partnership with the California Science Center. As illustrated in the chart below, these schools serve a population that is predominantly low-income and Hispanic/Latino, with a high percentage (>50%) of English Learners.

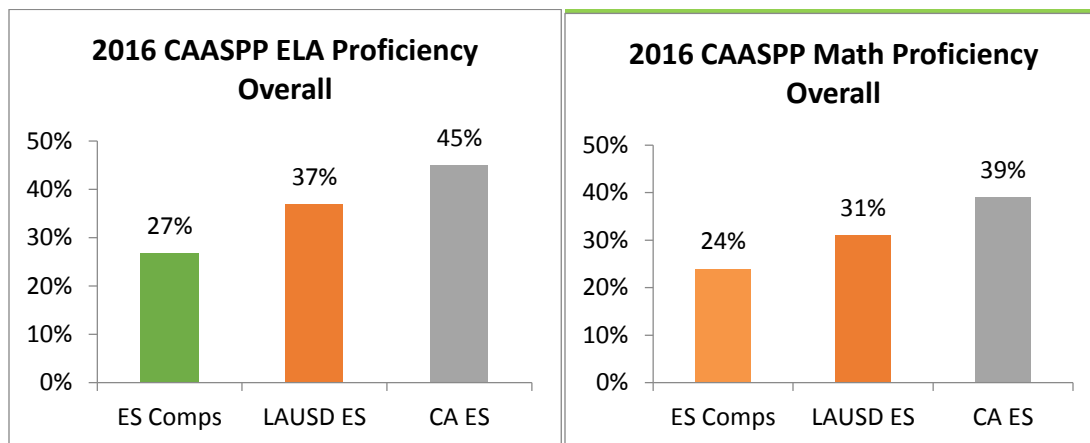
LAUSD Schools	# of Students 2016-17	% FRPL	% SpEd	% EL	% H/L	% AA	% Asian	% White	El Reclassification	2016 CAASPP ELA % Met/Exceeded	2016 CAASPP Math % Met/Exceeded	2017 CAASPP ELA % Met/Exceeded	2017 CAASPP Math % Met/Exceeded
Dolores Huerte (K-5)	462	92%	13%	54%	97%	2%	0%	1%	19%	30%	27%	31%	39%
Hobart Blvd (K-5)	657	90%	15%	63%	89%	2%	6%	1%	8%	29%	23%	31%	27%
Los Angeles ES (K-5)	752	90%	12%	53%	94%	2%	1%	2%	19%	37%	31%	37%	34%
Magnolia Ave (K-6)	1138	96%	12%	61%	97%	1%	0%	1%	9%	19%	20%	19%	19%
Menlo Ave (K-5)	544	89%	11%	44%	86%	13%	0%	0%	22%	31%	31%	31%	32%
Norwood St. ES (K-5)	573	90%	15%	46%	94%	3%	0%	2%	8%	22%	19%	23%	22%
Politi ES (K-5)	752	98%	7%	65%	94%	3%	2%	1%	10%	18%	12%	21%	13%
West Vernon (K-5)	769	91%	9%	62%	93%	5%	0%	1%	18%	33%	32%	32%	35%
Charter Schools													
Alexander Science Center (K-5)	642	81%	6%	25%	80%	14%	0%	5%	15%	31%	16%	34%	25%
Downtown Value (K-8)	455	71%	7%	37%	84%	0%	1%	0%	2%	43%	32%	40%	40%
Global Education Academy #2 (K-5)	78	85%	NA	56%	91%	9%	0%	0%	0%	23%	27%	15%	12%

Source: <http://dq.cde.ca.gov/dataquest>.

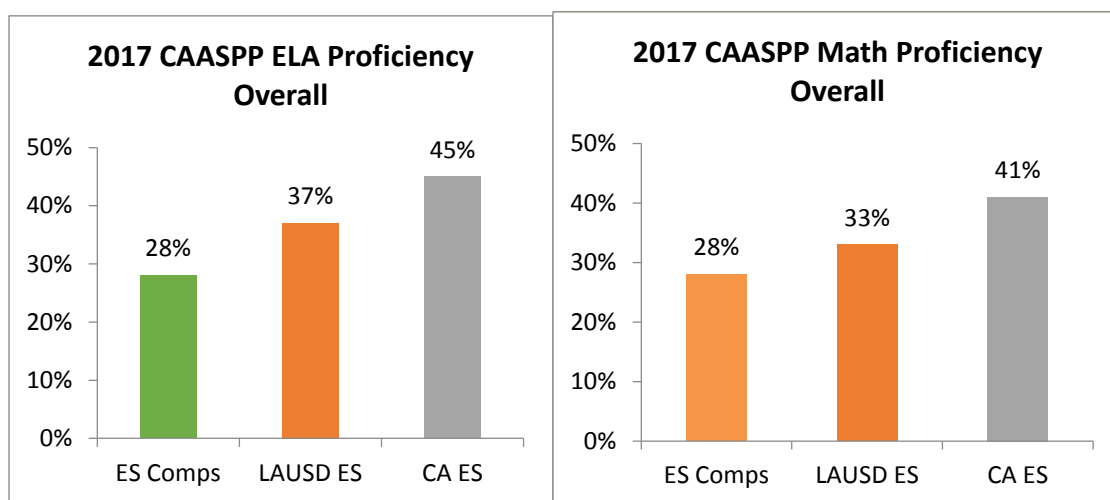
Based on these surrounding schools, we anticipate serving a student population that is predominantly socioeconomically disadvantaged (with the attendant challenges that may impose in their lives outside of school and impact their schooling, as discussed throughout this petition), roughly 93% FRPL, 58% English Learners, 12% SpEd, 94% Hispanic/Latino and 2% African American. While data from the existing schools is not yet publicly available, we also expect to serve a small number of homeless youth (and likely a significant number of those who experience “housing instability”), and foster youth. As detailed above, many of our students will be the first in their families to attend college or even complete high school.

We recognize that the English Learner population in particular will have significant needs as they develop English proficiency, and that the data on FRPL eligibility will not include a full picture of severe poverty experienced by many of our students. As detailed fully in the section below on Students with Special Needs, our staff will receive intensive professional development and training on meeting these students’ needs, including being aware of signs of hunger or other significant crises in students’ lives outside of school walls.

On average, the existing neighborhood traditional schools’ academic performance is below District and state averages for the same grades in both ELA and Math for the past two years (2016 and 2017).



Source: <http://dq.cde.ca.gov/dataquest>.



Source: <http://dq.cde.ca.gov/dataquest>.

Given that these schools have such predominant subgroup enrollment (e.g., 93% FRPL and 94% Hispanic/Latino), these two subgroups' performance on the state tests are comparable with each school's overall proficiency rates, with one exception: English Learners. As is the case across LAUSD, where EL's ELA Met/Exceeded rate on the 2016 CAASPP was 5% and Math was 7%, these schools' averages for ELs are comparable at 4% for ELA and 5% for Math. While STEM Prep's middle and high schools understandably serve fewer ELs since the schools serve older youth with higher rates of reclassification (25% EL at Crown Prep and 17% at MSCP), we are confident we can help these students gain proficiency both in English and state content standards.

We understand through our work at STEM Prep Schools the challenges these students face, and are eager to be able to support and impact them at an earlier age to help their strengthen their trajectory to success in high school, post-secondary school and meaningful careers and to help improve the lives of our students, their families and the community. STEM Prep's two existing schools have helped hundreds of students and their families in this underserved community begin to realize better futures

for themselves. By expanding our reach to impact younger children in the community through a high-quality, STEM-themed elementary school, we will continue to improve educational and life outcomes for the broader community.

3. HOW STEM PREP ES WILL MEET COMMUNITY NEED

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

MSCP and CPA have adopted the acclaimed and rigorous Project Lead The Way (PLTW) college-preparatory curricular program; STEM Prep ES will similarly adopt the PLTW Launch program for grades K-5. PLTW offers a comprehensive and sequenced approach to STEM education via activity-, project-, and problem-based curriculum, including comprehensive teacher training and curricular resources. At MSCP, PLTW's nationally-recognized and "gold standard" programs in Engineering, Biomedicine and Computer Science are enabling our students to participate in hands-on, real-world STEM learning in a dynamic and engaging way. At CPA, the PLTW Gateway program helps middle grade students during a period of important transition explore and figure out what they are passionate about and how this relates to who they will become in the future. Through ten sequenced units in computer science, engineering and biomedical science, students lead their own discovery via a hands-on program that boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension.

Now, at STEM Prep ES, PLTW Launch's 24 interdisciplinary modules will help bring learning to life for our youngest students. The program empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them. And as students engage in hands-on activities using technology (including robotics), electric circuitry, and engage in medical "mystery" and "crime" solving, they become creative, collaborative problem solvers ready to take on any challenge. (<https://www.pltw.org/our-programs/pltw-gateway>)

STEM Prep ES, like its sister schools, will be a small school where every student is known individually by multiple caring adults. STEM Prep ES will meet the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education. STEM PREP ES will create an accountable model of innovation with highly qualified teachers who will work collaboratively to ensure success for each student by utilizing STEM Prep's highly effective inquiry based lesson cycle and offering innovative STEM classes.

With the opening of STEM Prep ES, STEM Prep Schools will create a K-12 articulation program that will build upon students' ability to be problem solvers, explorers of content, and passionate about STEM education.

STUDENT POPULATION TO BE SERVED

4. TARGET POPULATION

STEM Prep ES will serve approximately 450 students in grades TK-5 at capacity. We anticipate the student population will be similar to the demographics of the students enrolled in MCSP and CPA and the surrounding schools, with a higher percentage of English Learners due to the younger age of the students. As detailed in the previous section, we know our students face significant challenges outside of school: significant poverty, gang involvement/gang activity in their neighborhoods, drug and alcohol use, teen pregnancy and more. Our small school setting will be a welcome alternative for our families who seek a more personalized environment for their children with STEM-themed learning at the youngest grades.

5. ENROLLMENT PLAN

STEM Prep anticipates the following enrollment over the charter term, aligned to both our staffing models and facility capacity:

Levels	Year 1	Year 2	Year 3	Year 4	Year 5
TK/Kindergarten	75	75	75	75	75
Grade 1	75	75	75	75	75
Grade 2	25	75	75	75	75
Grade 3	25	25	75	75	75
Grade 4		25	25	75	75
Grade 5			25	25	75
Total	200	275	350	400	450

GOALS AND PHILOSOPHY

6. MISSION AND VISION

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

Our vision is to create a Kindergarten through college pipeline of individuals who will transform their community by closing the socio-economic, ethnic, and gender gaps in STEM fields, and serving as role models who exhibit scholarliness, advocacy, perseverance, and kindness.

STEM Prep's Core Values include:

We are a family.

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

We are agents of change.

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

We are STEM thinkers.

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

7. AN "EDUCATED PERSON" IN THE 21ST CENTURY

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

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

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

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

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

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

At STEM Prep ES, we define “21st century skills,” as an array of skills including but not limited to the following:

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

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

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

8. HOW LEARNING BEST OCCURS

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

Contemporary learning theory recognizes the role that both experience and reflection play in the development of ideas and skills. Researchers and practitioners appreciate that reinforcement and practice play a role in the development of skills, and so do cognitive intent, effort, and reasoning. They acknowledge the importance of developmental stages; they also recognize that development can also be encouraged through social interaction and the structuring of experiences within the learners' zone of proximal development or readiness sphere. Modern learning theories incorporate the role of culture and other influences on experience in views of how people construct their understandings and develop their abilities. Contemporary theories also recognize that the content matters – the nature of the disciplines has much to do with how they are learned and best taught.... There is greater appreciation of the fact that different strategies are useful for different kinds of learning. It is most productive to think of these issues in terms of what kind of learning is sought in what contexts and then deliberate about what strategies may be most appropriate for those goals" (p. 9).

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

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

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

Due to the external influences, each learner enters the classroom with a different set of preconceptions. Just as no two learners come to learn with the same set of experiences (Rushton et al, 2003), not all students construct knowledge in the same fashion. As Taylor (2006) points out, “many well-meaning instructors introduce new material to adult learners in ways that echo a professional literature review. They start with the Big Picture, situating the material in the broader field in which they are expert, and then narrow to particulars. They point out connections to previous course content as well as look forward to what will follow. Rather than focus on what the learner understands, they focus on what they themselves understand, presuming that is where the learner is also headed” (p. 73). Unearthing teachers’ preconceptions, and helping them make their thinking visible, plays an integral role in the learning process. Teachers must build a framework and scaffold information and knowledge with students, not for themselves, focusing on what the learner understands and where they are in the process of making meaning. Bransford et al (2000) posit, “Learner-centered teachers also respect the language practices of their students because they provide a basis for further learning” (p.135). Nocon and Cole (2009) take a similar approach, arguing for teachers to treat this diversity of language skills as an asset, not a deficit. Teachers at STEM Prep ES will continually work on their craft, moving toward learner-centered classrooms. Small learning groups, department meetings and the Instructional Committee will all strive to support best practices in teaching and learning.

Lemke (1990) proposes that students need to ask questions as a way of engaging in the process of meaning making. Lemke’s (1990) concept of cross-discussion is essential to both student engagement and the social construction of knowledge. “Cross-discussion is dialogue directly between students, with the teacher playing only a moderating role, or perhaps having equal standing with the students” (p.55). This is a vital component of classrooms where students work to build meaning collaboratively, representing the quintessential student-centered classroom. Lemke (1990) goes on to say, “Students learn a great deal from one another in the classroom. They mediate and translate for one another when the teacher’s language is unfamiliar. They support and facilitate each other’s learning in countless ways. Learning is not an essentially individual process in the classroom (or anywhere else . . .). Learning is essentially social” (p.78). STEM Prep ES will utilize methodologies to encourage student-driven dialogue, including collaborative group and pair work, peer sharing, students’ solo and group presentations to the entire class, and more. Additionally, classroom furniture will create an inviting environment and support group discussion and whole class, student-centered discourse (e.g., tables instead of single desks).

Another educational approach at STEM Prep ES will include organizing units around unifying topics, which requires students to engage various regions of their brains. “Meaningful and relevant integrated thematic units create opportunities to discuss, write, and talk” (Rushton et al, 2003, p.14). Furthermore, “many experiential learning activities that include reflection on learning as a process . . . are likely to invoke adaptive pathways of the brain” (Taylor, 2006, p.78). When setting up the learning environment, teachers must consider open-ended questions that promote student discussion and social construction of knowledge. These scenarios “have many possible solutions, and are far more likely to occur in the real world” (Taylor, 2006, p.78). By including real-world examples and connections, students can scaffold their new knowledge on the framework they have constructed. The examples and content become meaningful and contextualized. According to Taylor (2006), “the brain’s approach to processing new data is to search for some experiential connection. If . . . learners are not given the opportunity to create such an experience or encouraged to find existing connections that they can build on, they may revert to treating the material as something to be memorized, rather than understood” (p.74). Connecting content to the real world helps “foster brain-based, developmentally appropriate learning environment” (Rushton et al, 2003, p.21), which can be achieved via experiences that involve “real life, ‘hands-on,’ thematically based activities that [are] oriented to solving problems” (p.21). Brain-based evidence

strengthens the link between holistic, integrated approaches and curricular development. The context in which lessons are presented plays a significant role in a learner's conceptual development (Taylor, 2006). STEM Prep ES's teachers will employ central themes in order to create a common language for students and develop a conceptual framework through which they can scaffold information. Data collected by the program (standardized test scores, benchmark assessments and more) will help educators track performance and make refinements.

Real world examples provide context, which plays an integral role in education. Learning content *a priori*, without any connection, understanding, or reference to a framework nullifies the impact of having assimilated the knowledge. It is imperative that teachers facilitate this scaffolding by placing content in context and then helping students make sense of the information through deliberate reflection and metacognition. Lemke (1990) claims that "Successful students [learn] though the *use* (author's emphasis) of terms and principles in context" (p. 24). Lemke (1990) states that teachers must prepare a context for learning before engaging in the curriculum. "Learning is influenced in fundamental ways by the context in which it takes place. A community-centered approach requires the development of norms for the classroom and school, as well as connections to the outside world, that support core learning values" (Bransford et al, 2000, p. 25). In this situation, Bransford et al (2000) show the importance of context and application to real world scenarios. To this end, STEM Prep ES will engage in experiential education linked to the curriculum. Working with community partners, organizations, museums, and individuals, teachers at STEM Prep ES will provide students with exposure to guest speakers, as well as field trip opportunities that supplement traditional curricular experiences and offer career and real-world connections to what is learned in the classroom.

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

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

Both Banks et al (2007) and Bransford et al (2000) discuss in depth the impact of students' time outside the classroom on the knowledge base they bring to the school setting. As laid out in Bransford et al's first key finding, students enter school with "preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information" (2000, p. 14-5). Helping students arrive at a place where they have deep content knowledge remains a primary

challenge. However, Bransford et al (2000) suggest that students must “understand facts and ideas in the context of a conceptual framework” (p.16). Teachers employ explanatory models (i.e. conceptual frameworks) to assist students with their understanding of content. For instance, the social justice and equity framework has become increasingly prevalent at STEM Prep, as has sustainability. These complimentary approaches to understanding systems and issues have come to provide a lens through which students can comprehend the material being taught.

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

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

STEM Prep ES aims to empower all students to reach their highest potential and become self-motivated, competent, lifelong learners. STEM Prep ES’s emphasis on an engaging, interdisciplinary, real-world curriculum and active learning allows students to believe that they can achieve and experience the intrinsic satisfaction that comes with true mastery. Students will approach learning with authentic motivation when they are provided multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities and desire to serve others.

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

Teachers at STEM Prep ES will deliver rigorous instruction and high expectations through a “backwards design” model. The idea in backward design is to teach toward the “end point” or learning goals, which typically ensures that content remains focused and organized (Wiggins and McTighe, 2006). As teachers review student achievement data, they provide ample support [A1] to help students become competent learners. Support may include, after-school tutoring, in class review through practice stations, whole class re-teaching, or small group instruction. The use of formative assessment data plays a vital role in providing feedback to students and helping further their learning. “New technologies provide opportunities to increase feedback by allowing students, teachers, and content experts to interact both

synchronously and asynchronously” (Bransford et al, 2000, p. 141). Feedback enables students to become self-motivated learners, responsible for their own actions and their own learning. The shorter the loop, the more quickly students can rectify mistakes and demonstrate mastery.

Equipped with a better understanding of how people learn and current learning theory, educators at STEM Prep ES will create effective lessons, units and projects. Ongoing professional development on topics including constructivism, formative assessment, and text analysis provide teachers with tools to enable students to become lifelong learners and effective self-advocates with a high degree of agency. Skills like metacognition are increasingly important. Merely educating students in content knowledge without the skills of how to apply facts to novel situations will invariably set them up for failure. Learning how to deal with failure, and the lessons it instills, are invaluable experiences (Barber, 2013; DeWitt, 2012). Resilience, alternatively referred to as “grit” in a number of outlets, may be the greatest 21st century skill.

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

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

The following chart details the school’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, STEM Prep ES’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions STEM Prep ES anticipates at this point in time.

LCFF STATE PRIORITIES

GOAL #1

CONDITIONS OF LEARNING

All STEM Prep ES students will have access to a high-quality education program taught by highly qualified teachers.

Related State Priorities:

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

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

Priority 1 (Basic Services)

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

- STEM Prep ES will hire, supervise, evaluate and retain qualified teaching staff.
- STEM Prep ES will ensure verification of proper credentials and DoJ clearance prior to start of employment.
- STEM Prep ES will actively recruit qualified teachers reflecting student ethnic demographics

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

- STEM Prep ES will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.
- STEM Prep ES will review alignment of instructional materials to standards.
- STEM Prep ES will maintain an annual inventory of instructional materials and respective purchase of materials.
- STEM Prep ES budget will be reviewed every year to ensure adequate budget for instructional materials is in place.

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

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

Priority 2 (Implementation of State Standards)

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

- STEM Prep ES will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.
- STEM Prep ES will provide CCSS-aligned ELA and math instruction using integrated and designated ELD instructional strategies to all students, including ELs.
- STEM Prep ES will provide PD to teachers examining CAASPP, NWEA MAPs, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

Priority 7 (Course Access)

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

- STEM Prep ES will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.

- *STEM Prep ES will provide 1:1 technology (Chromebook/iPads) to ensure access to web resources and curriculum tools.*

Expected Annual Measurable Outcomes

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

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Priority 2 Outcome 1: STEM Prep ES will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.

Metric/Method for Measuring: Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

Priority 7 Outcome 1: All STEM Prep ES students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL #2

PUPIL OUTCOMES

Every STEM Prep ES student will have the right to a personalized and individualized education.

Related State Priorities:

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

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

Priority 4 (Pupil Achievement)

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

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

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

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

Priority 4 Outcome 3- English learner reclassification rate

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

Priority 8 (Other Pupil Outcomes)

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

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

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: STEM Prep ES students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide and Subgroups)	<i>Establish with first testing (2018-19)</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>

Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year.

Metric/Method for Measuring: EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
English Learners	<i>Establish benchmark (2018-19)</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>

				District rate.		
Priority 4 Outcome 4: STEM Prep ES will ensure EL reclassification rate will meet or exceed the District's reclassification rate.						
Metric/Method for Measuring: EL reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022-23
English Learners	<i>Establish benchmark (2018-19)</i>	<i>Percentag e of students reclassified each year will meet or exceed District rate.</i>	<i>Percentag e of students reclassified each year will meet or exceed District rate.</i>	<i>Percenta ge of students reclassifi ed each year will meet or exceed District rate.</i>	<i>Percentag e of students reclassified each year will meet or exceed District rate.</i>	<i>Percentag e of students reclassified each year will meet or exceed District rate.</i>
Priority 8 Outcome 1: All STEM Prep ES will participate in a rigorous, high-quality STEM curriculum in partnership with Project Lead the Way (PLTW).						
Metric/Method for Measuring: % of access to PLTW curriculum and STEM-themed learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL # 3

ENGAGEMENT

STEM Prep ES student academic achievement is supported by parents.

Related State Priorities:

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

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)

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

- *STEM Prep ES will engage parents in a series of relevant and interesting workshops related to their child’s success (full time parent liaison)*
- *STEM Prep ES will maintain school website as a communication tool for the community.*
- *STEM Prep ES will communicate the most important website items via a monthly newsletter that is sent to their home via a hardcopy.*

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- *STEM Prep ES parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day*
- *STEM Prep ES’s School Attendance Coordinator will help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.*

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- *STEM Prep ES will provide training and support for restorative justice practices*
- *STEM Prep ES will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.*

Priority 6 Outcome 2 – pupil expulsion rates

- *STEM Prep ES will provide training and support for restorative justice practices*
- *STEM Prep ES will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.*

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

- *STEM Prep ES will implement annual surveys to assess stakeholder satisfaction*

Expected Annual Measurable Outcomes						
Priority 3 Outcome 1: STEM Prep ES will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP).						
Metric/Method for Measuring: # of parents attending 2+ events annually						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	<i>Establish baseline</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>
Priority 3 Outcome 2: STEM Prep ES Parent Advisory Council will be promoted, and supported to be fully operational and self-sustaining						
Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
Priority 5 Outcome 1: STEM Prep ES maintain a high attendance rate and low rate of students who are chronically absent						
Metric/Method for Measuring: Attendance and chronic absenteeism rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	<i>Establish baseline</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of</i>

		1-2% annually)	1-2% annually)	needed (estimated target of 1-2% annually)	1-2% annually)	1-2% annually)
Priority 6 Outcome 1: STEM Prep ES will maintain a low suspension rate that is $\leq 1\%$.						
Metric/Method for Measuring: % of student suspensions						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Priority 6 Outcome 2: STEM Prep ES will maintain a low expulsion rate that is $\leq 0.5\%$.						
Metric/Method for Measuring: % of student expulsions						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$
Priority 6 Outcome 3: STEM Prep ES will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.						
Metric/Method for Measuring: % of participation in school climate survey and survey results						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	<i>Establish</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</i>

				needed on school climate (estimated target 2- 3% annually)		
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INSTRUCTIONAL DESIGN

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

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

Students Learn Best When...	Research Supporting STEM Prep Strategies to Create These Conditions
Instruction is personalized to meet the students' needs.	Small Class Sizes <ul style="list-style-type: none"> STEM Prep ES will have average class sizes of 25.1, which does not include P.E. and enrichments. "Tennessee's longitudinal class-size study — Student Teacher Achievement Ratio (STAR) project — results showed that those enrolled in small classes as youngsters were more likely to: <ol style="list-style-type: none"> <i>Graduate on time</i> — 72 percent of students, versus 66 percent from regular classes and 65 percent from classes with a paraprofessional <i>Complete more advanced math and English courses</i> <i>Complete high school</i> — 19 percent dropped out, versus 23 percent from regular classes and 26 percent from classes with a paraprofessional <i>Graduate with honors</i>"¹.
Lessons are relevant to the students' lives and have real-world application.	Context and Relevance: <ul style="list-style-type: none"> At STEM Prep ES, through PLTW and other hands-on learning opportunities, students apply their learning to "real world" scenarios in a way that fosters deeper understandings and meaning. Similarly, through literature choices, problems posed by teachers and more, care is taken to relate learning to students' lived experience — their cultural, linguistic, urban, socioeconomic and other experiences.

¹ <http://www.nea.org/classsize/index.html>

Students Learn Best When...	Research Supporting STEM Prep Strategies to Create These Conditions
	<ul style="list-style-type: none"> According to Taylor (2006), “the brain’s approach to processing new data is to search for some experiential connection. If . . . learners are not given the opportunity to create such an experience or encouraged to find existing connections that they can build on, they may revert to treating the material as something to be memorized, rather than understood” (p.74). Connecting content to the real world helps “foster brain-based, developmentally appropriate learning environment” (Rushton et al, 2003, p.21), which can be achieved via experiences that involve “real life, ‘hands-on,’ thematically based activities that [are] oriented to solving problems” (p.21).
STEM Prep ES has high expectations for students.	High Expectations <ul style="list-style-type: none"> “During the last decade, research on successful programs for youth at risk of academic failure has clearly demonstrated that high expectations--with concomitant support--is a critical factor in decreasing the number of students who drop out of school and in increasing the number of youth who go on to college.”²
Teachers continuously improve their craft by participating in a robust professional development program and peer collaboration.	Instructional Coaches (Ability to serve role determined based on interview performance and ESSA compliance) <ul style="list-style-type: none"> A study of 900 school districts found that spending additional resources on more highly qualified teachers (experience and past performance) led to greater increases in student achievement than any other use of those resources (Ferguson, 1991). Built-In Time in the Schedule for Collaboration and PD <ul style="list-style-type: none"> Linda Darling Hammond and Gary Sykes of Stanford University found “teacher conversations and collaborations” are “key to increasing student achievement”.³ Professional Learning Community <ul style="list-style-type: none"> According to years of fieldwork in diverse secondary schools, McLaughlin found that “meaningful professional development does not take place during professional development workshops or in-service presentations, but in the context of professional communities that have been locally developed to be responsive to teachers’ needs.”⁴

² <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm>

³ Linda Darling Hammond and Gary Sykes of Stanford University

⁴ Steiner, Lucy. *What the Research Says About Professional Development That Works*,

Students Learn Best When...	Research Supporting STEM Prep Strategies to Create These Conditions
<p>The school attracts and retains teachers who are passionate, competent and engaging through innovative recruitment strategies and a challenging career ladder.</p>	<p>Paying More for Instructional Coaches</p> <ul style="list-style-type: none"> • A study of 900 school districts found that spending additional resources on more highly qualified teachers led to greater increases in student achievement than any other use of those resources (Ferguson, 1991). • \$5,000 stipends will be provided for Master Teachers. <p>Career Ladder for Teachers</p> <ul style="list-style-type: none"> • Research supports the notion that “career ladder incentives should motivate teachers to improve classroom performance.”⁵ • Teachers are encouraged to move into master teacher or administrative roles when appropriate.
<p>There is a high level of engagement by parents/ guardians in their children’s learning process.</p>	<p>Parent Center and Volunteer Opportunities</p> <ul style="list-style-type: none"> • “Research overwhelmingly demonstrates that parent involvement in children’s learning is positively related to achievement.”⁶
<p>Instruction is driven by data.</p>	<p>Sophisticated Data Management System</p> <ul style="list-style-type: none"> • Teachers will be trained in using the NWEA (Northwest Evaluation Association) for benchmark assessments and data analysis. Teachers will be able to access their students’ performance on content strands through the online system and disaggregate data according to subgroup. Benchmark data is analyzed three times per year as a whole school and instructional decisions are made based on that data. Additional sources of data include teacher gradebooks. STEM Prep ES teachers create learning targets for their classes/students, based on the content and skill required for their grade level. Those learning targets become the assignments entered into the gradebook. Students assess regularly on the learning targets and that data is used to determine next steps for students and teachers. <p>Robust Professional Development</p> <ul style="list-style-type: none"> • An EdSource 2007 research report confirmed what many policymakers have been saying for a long time – that data-driven instruction will increase student performance.⁷ • Professional Development will happen every Friday for approximately 2 hours. We also have 2-day Professional Developments that occur 3 times per year, immediately following our benchmark assessments. All professional development is

⁵ <http://www.springerlink.com/content/q157250803276175/>

⁶ <http://www.nwrel.org/scpd/sirs/3/cu6.html>

⁷ http://www.edsource.org/pub_abs_el07.cfm

Students Learn Best When...	Research Supporting STEM Prep Strategies to Create These Conditions
	<p>driven by data. Data is regularly gathered from student results on testing (gradebook, benchmarks), leadership observations of teachers (formal observations and walkthroughs), and teacher surveys. Leadership uses the results to determine the focus of the upcoming professional development. When a new strategy is introduced, it is revisited in upcoming professional developments and teachers analyze student test results and student work samples to determine continued next steps. Teachers are trained in analyzing student data during the summer professional developments when they create learning targets and assessments aligned to those learning targets. Teachers are taught how to determine levels of understanding on learning targets through the use of rubrics that help teachers identify content and skills needed by students to show mastery.</p>

STEM PREP ES encourages teachers to collaborate in order to demonstrate linkages between different subjects in the real world. Focus on literacy in the Common Core standards is reflected in STEM PREP ES's school-wide practice of writing across the curriculum in which writing is emphasized across every discipline. By making a rigorous and relevant curriculum accessible to all students, we attempt to prepare every student for college and/or career and make each of them a socially responsible and productive member of society.

12. CURRICULUM

STEM Prep ES's CCSS-aligned (including the new Next Generation Science Standards) core curriculum for elementary school is designed to articulate with the curriculum at CPA and MSCP in content and methods while the pedagogical philosophy between the three campuses is consistent.

English Language Arts (Core Subject)

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Framework; A Look At Kindergarten Through Grade Six in California Public Schools*. Teachers engage in vertical articulation (including collaboration with CPA middle grade teachers), and collaborate with their peers to integrate ELA strands into other core classroom learning. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards. The curriculum will be based on state adopted textbooks, online interactive learning, approved reading lists, and teacher-created curricula using a variety of resources to enhance student learning.

Based on the acclaimed Readers' and Writers' Workshop Programs from Lucy Calkins and Teachers College in New York, STEM Prep ES's English Language Arts program is designed to ensure that on a daily basis, all students engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively. The programs will be supplemented with leveled readers and books from the CDE-recommended reading lists.

Reading

Reading instruction incorporates four main components: (1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the individual needs of diverse students. Students will receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. As students progress, reading instruction will focus on “reading to learn” rather than “learning to read.”

Differentiated instruction will be provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate.

Shared Reading: Focusing on comprehension, teachers will choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts.

Guided Reading: Teachers will target instruction based on the individual needs of students through guided reading. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of a particular strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different texts. At other times, reading groups might be working on different strategies, again based on need. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

Letter and Word Study: Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered “at risk” for academic failure (Report of the National Reading Panel, 2000). Therefore, Letter and Word Study in the primary grades (TK/K-2) will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all grades, letter and word study will include spelling instruction and targeted vocabulary development. Spelling instruction will be based on a student’s developmental stage, as determined by administration of Words Their Way Qualitative Spelling Inventory. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

Independent Reading: Throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read.

Readers Workshop Unit Titles

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none"> • We Are Readers • Super Powers: <i>Reading with Print Strategies and Sight Word Power</i> • Bigger Books, Bigger Reading Muscles • Becoming Avid Readers
1 st Grade	<ul style="list-style-type: none"> • Building Good Reading Habits • Learning About the Word: <i>Reading Nonfiction</i> • Readers Have Big Jobs to Do: <i>Fluency, Phonics, and Comprehension</i> • Meeting Characters and Learning Lessons: <i>A Study of Story Elements</i>
2 nd Grade	<ul style="list-style-type: none"> • Second-Grade Reading Growth Spurt • Becoming Experts: <i>Reading Nonfiction</i> • Bigger Books Mean Amping Up Reading Power • Series Book Clubs
3 rd Grade	<ul style="list-style-type: none"> • Building a Reading Life • Reading to Learn • Character Studies • Research Clubs: <i>Elephants, Penguins, and Frogs, Oh My!</i>
4 th Grade	<ul style="list-style-type: none"> • Interpreting Characters: <i>The Heart of the Story</i> • Reading the Weather, Reading the World • Reading History: <i>The American Revolution</i> • Historical Fiction Clubs
5 th Grade	<ul style="list-style-type: none"> • Interpretation Book Clubs: <i>Analyzing Themes</i> • Tackling Complexity: <i>Moving Up Levels of Nonfiction</i> • Argument and Advocacy: <i>Researching Debatable Issues</i> • Fantasy Book Clubs: <i>The Magic of Themes and Symbols</i>

In all grade levels, students read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students also determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. Furthermore, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Students develop understanding in the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students in grades TK-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. They also assess how point of view or purpose shapes the content and style of a text.

As students integrate knowledge and ideas they read, they evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They also 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. As students progress in their range of reading and level of text complexity, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students learn to understand complex text and ideas as well as reason, analyze, persuade, and problem solve. Students encounter a significant representation of the best classic and contemporary literature including novels, biographies, essays and plays.

Beginning in kindergarten, students listen to stories and informational text and begin learning research strategies, completing reports based on multiple sources to demonstrate their comprehension. As students advance in reading levels, they both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to analyze, evaluate, and interpret what they read. Reading strategies are posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading. Guided reading groups use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students. Read alouds are frequently connected to integrated curriculum units as they are taught in the classroom. Teachers use a diversity of print and digital sources so that students integrate and evaluate content, visually and quantitatively, as well as in words.

English Learners and students who are struggling are provided access to reading materials through use of leveled libraries with high-interest books at all levels, reading conferences with teachers, one-on-one reading tutoring; and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to fluent readers, students will listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

In addition, students at all grade levels will be required to read nightly and keep a reading log that is signed by their parents. This outside reading will be rewarded with various incentives such as reading parties where students celebrate their reading success and enjoyment.

Writing

The chief component of the writing program will be the acclaimed Writer's Workshop, based on the Lucy Calkins'/Teachers College Writer's Workshop model. Writer's Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

Writer's workshop consists of a mini lesson, independent writing, conferencing and sharing (Caulkins, 1994).⁸ The mini lesson will focus on a particular element or skill in writing. It is important that students are given the freedom to write about anything they want during their independent writing time and that they are expected to write at their level, this lowers the affective filter (Krashen, 1982)⁹ and allows students to engage more fully in the writing experience. During independent writing time, students may come to a point at which they feel they are "done." They will then begin conferencing, a conference can be with a teacher or a peer. Some writing may be developed into a final version after multiple conferences and edits. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author's Chair, pair-share, or popcorn around the room. Every year, STEM Prep ES will hold an Authors' Night for students to share final writing pieces with their parents and invited guests. During this time the teacher can also to address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author's text to support comments and to provide specific feedback to help peers move forward.

Writers Workshop Unit Titles

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none">• Launching the Writing Workshop• Writer for Readers• How-to Books: Writing to Teach Others• Persuasive Writing of All Kinds: Using Words to Make a Change
1 st Grade	<ul style="list-style-type: none">• Small Moments: Writing with Focus, Detail, and Dialogue• Nonfiction Chapter Books• Writing Reviews• From Scenes to Series: Writing Fiction
2 nd Grade	<ul style="list-style-type: none">• Lessons from the Master: Improving Narrative Writing• Lab Reports and Science Books• Writing About Reading• Poetry: Big Thoughts in Small Packages
3 rd Grade	<ul style="list-style-type: none">• Crafting True Stories• The Art of Information Writing• Changing the World: Persuasive Speeches, Petitions, and Editorials• Upon a Time: Adapting and Writing Fairy Tales

⁸ Caulkins, L. (1994), *The Art of Teaching Writing*, Portsmouth, NH: Heinemann.

⁹ Krashen, S. (1982), *Principles and Practice in Second Language Acquisition*, Oxford: Pergamon Press.

Grade Level	Unit Summaries
4 th Grade	<ul style="list-style-type: none"> • The Arc of Story: Writing Realistic Fiction • Boxes and Bullets: Personal and Persuasive Essays • Bringing History to Life • The Literary Essay: Writing About Fiction
5 th Grade	<ul style="list-style-type: none"> • Narrative Craft • The Lens of History: Research Reports • Shaping Tests: From Essay and Narrative to Memoir • The Research-Based Argument Essay

Beginning in kindergarten, teachers in every grade guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives. Students 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. They write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Examples of Increasing Levels of Depth and Complexity within Text Types & Purposes Standard 2: Write informative/explanatory texts:

Grade	Complexity
TK/K	Use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic.
1 st	Name a topic, supply some facts about the topic, and provide some sense of closure.
2 nd	Introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3 rd	Examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
4 th	Examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because). d. Use precise language and domain specific vocabulary to inform about or explain the topic.

Grade	Complexity
	e. Provide a concluding statement or section related to the information or explanation presented.
5 th	Examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

In addition to Writer's Workshop, students will have assigned writing tasks both to practice writing and as formative assessments so the teacher can determine students' areas of strength and weakness in order to plan for future lessons. As expected in the Common Core State Standards students will be writing in all subject areas, explaining their thinking in math, writing a lab report in science or analyzing research in a social studies class.

Speaking

Speaking is very important to vocabulary and language development and contributes to social development. In all classrooms, teachers will provide students with multiple opportunities to explore oral communication in the classroom. For example, students will develop active and responsive listening skills through class and small group discussions. Each teacher will use scaffolding strategies to help English Learners build confidence in communicating information and ideas. Additional structured speaking activities in class include Author's Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

Listening

Based on the ELA and ELD standards for listening, students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. Students will be taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer's Workshop, writing dictated sentences and repeating rhythms through movement and clapping. In second grade, to address the standard that requires students to give and follow multi-step directions, teachers will create projects that require partners to listen to each other's directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students.

Across grades TK-5, through speaking and listening instruction, students 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. They integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally, and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Students, at varying levels of depth and complexity depending on grade level, also 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. Students strategically use digital media and visual displays of data to express information and enhance understanding of presentations. Students also adapt their speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Development (Core Subject)

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

Designated ELD: All designated English Learners (ELs) will receive designated ELD instruction on a daily basis at their specific proficiency level (emerging, expanding, bridging). The curriculum used during this time will be connected to activities or readings from the ELA and reading lessons. We will also use the Systematic ELD curriculum from EL Achieve. During this time students will be grouped with others at their same level. At designated times during the year student progress will be assessed using ELD portfolios based on the ELD standards, benchmark results, student work samples and teacher observations, this might result in a move from one level to the next or reclassification.

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

Mathematics (Core Subject)

Learning objectives and outcomes will be aligned to the rigorous CA CCSS mathematics standards. Teachers will use the *Mathematics Frameworks for California Public Schools* for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving. In light of state mandates regarding Algebra instruction, mathematics instruction will have the ultimate goal of enabling all students to successfully complete Algebra I by the end of eighth grade.

STEM Prep ES will use Cognitively Guided Instruction (CGI) in conjunction with *Everyday Math* from McGraw Hill. *Everyday Mathematics* is developed by educators at the University of Chicago School Mathematics Project (UCSMP). CGI is a methodology for problem solving in which students are sense-

makers who actively participate in the learning process. CGI has three major components: number sense routines, problem solving and counting collections.

Number Sense Routines: Also known as warm ups or mental math, number sense routines are a way to engage the students in mathematical thinking at the start of a lesson. CGI capitalizes on the benefits of collaboration by using the Think, Pair, Share method to discuss math during this time. A teacher may propose a set of 4 numbers and ask students which one doesn't belong and **why**? First students will come up with some responses individually, then they will share with an elbow partner and finally the class will share out their ideas while the teacher charts them. While each student may have come up with 1-3 responses individually by the end of the routine they may have charted 15-20. The collective thinking lowers the affective filter for struggling students and pushes other students to strive higher. This number sense routine could be used for kindergarteners using single digit numbers or even shapes. The activity can also be used for upper elementary and beyond by simply changing what's in the box such as number sentences, types of angles, 3 dimensional shapes, algebraic equations. This particular number sense routine addresses Mathematical Practices 1, 3 and 8 but other routines would address different Mathematical Practices.

Problem Solving: Each day students will work on solving one real-world problem. The teacher will begin by providing some background and context for the problem and then reviewing the problem itself to clarify vocabulary. Students will then tackle the problem using the tools at their disposal such as base 10 blocks, number lines, hundreds chart, unifix cubes and 10 frames. The most important part of the problem-solving time is the visual representation of the problem and how the student solved it. This, along with conversations with the student will help the teacher understand what strategies he/she is using. This component is the core of the math lesson each day for all grades, with students in upper grades working on increasingly complex problems. These include more advanced operations (multiplication and division) and require the students to find not only products and results but groups, group size and make comparisons. Additionally, the numbers themselves increase in size and thus complexity. Problem solving in a CGI classroom addresses all eight Mathematical Practices but strongly correlates to 1, 3, 4 and 5.

Counting Collections: Counting Collections are an integral part of the CGI methodology especially in the lower grades but can be used through 4th grade. Simply put, students will obtain a bag of items and count them individually or with a partner and represent the collection visually as well. While students in TK/K will start with small collections of 5-15, they will work their way up to collections of 100. In upper grades, students will be counting into the thousands and will practice counting more complex items such as those that are pre-packaged (i.e. pencils in boxes that contain 12 pencils each).

The spiral curriculum of *Everyday Mathematics* helps ensure students master key concepts by continually revisiting content in a variety of contexts over time.

Everyday Mathematics

Grade	Description
TK/K	Focus on procedures, concepts, and applications in two critical areas: <ul style="list-style-type: none">• Representing and comparing whole numbers, initially with sets of objects• Describing shapes and spaces
1 st Grade	Focus on procedures, concepts, and applications in four critical areas: <ul style="list-style-type: none">• Understanding addition, subtraction, and strategies within 20• Understanding whole number relationships and place value, including grouping by tens and ones• Understanding linear measurement as iterating, length units• Composing and decomposing geometric shapes and reasoning about the attributes and shapes.
2 nd Grade	Focus on procedures, concepts, and applications in four critical areas: <ul style="list-style-type: none">• Understanding of base-10 notation• Building fluency with addition and subtraction• Using standard units of measure• Describing and analyzing shapes
3 rd Grade	Focus on procedures, concepts, and applications in four critical areas: <ul style="list-style-type: none">• Understanding of multiplication and division and strategies within 100• Understanding of fractions, especially unit fractions• Understanding of the structure of rectangular arrays and of area• Describing and analyzing two-dimensional shapes
4 th Grade	Focus on procedures, concepts, and applications in three critical areas: <ul style="list-style-type: none">• Understanding and fluency with multi-digit multiplication, and understanding of dividing to find quotients with multi-digit dividends• Understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers• Understanding that geometric figures can be analyzed and classified based on their properties
5 th Grade	Focus on procedures, concepts, and applications in three critical areas: <ul style="list-style-type: none">• Developing addition/subtraction fluency with fractions, and understanding of multiplication/division of fractions in limited cases• Developing fluency with decimal operations, extending division to 2-digit divisors, integrating decimals into the place-value system, and understanding operations with decimals to hundredths• Developing an understanding of volume

By the end of fifth grade, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

History/Social Studies (Core Subject)

STEM Prep ES will adopt the new state standards in History/Social Studies as they are released. The STEM Prep Social Studies curriculum, with the Pearson Scott Foresman California History/Social Science textbooks as the primary resource, will be closely aligned with the ELA curriculum and rely on core literature and authentic artifacts such as news articles and videos to address the standards in the history/social studies frameworks. STEM Prep ES will follow the following standards-aligned themes for teaching history:

TK/K: Learning and working now and long ago: building community and examining identity within that community.

1st Grade: A child's place in time and space: Identifying the responsibilities of citizenship; examining geography, symbols and traditions of the nation's people.

2nd Grade: People who make a difference: Important people in the history of the nation and in individual and family histories, geography, learning about government institutions.

3rd Grade: Los Angeles History: Exploring our city geographically, environmentally, culturally; connecting LA's history and historical people to today.

4th Grade: California History: Exploring the people, events, and places that make our state special and connecting to today.

5th Grade: United States History and Geography: Making a New Nation: Exploring development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came.

Perspectives for a Diverse America (PDA): STEM Prep will use this curriculum tool from Teaching Tolerance¹⁰ which "is a literacy-based curriculum that marries anti-bias social justice content with the rigor of the Common Core State Standards." Teachers can use the various tools to develop lessons and units. For example, when Kindergartners are studying identity, family and community the teacher can access the Central Text Anthology and choose a book such as Julia Moves to the United States by Sean McCollum, a powerful tale of author Julia Alvarez and her move from the Dominican Republic to the U.S. and the difficulties and joys associated with immigrating to this country. The text along with strategies for discussion and suggested activities from PDA will form the basis of student learning in this unit. Students may identify with Julia or gain understanding about their friends and neighbors all the while exploring their own complicated identities.

Science (Core Subject)

In Science, as we implement the new NGSS, students will demonstrate how to apply the scientific method to design controlled experiments in projects, the ability to analyze and interpret qualitative and quantitative data in projects, how to apply scientific writing skills to communicate conclusions from scientific data in projects, and the ability to apply scientific knowledge and research to current social and world issues in projects. The science curriculum will be lab-based, offering opportunities for students to use the scientific method starting in the earliest grades. We will use a number of curricular tools such as Project Lead the Way Launch, FOSS science kits and GLOBE protocols which are inquiry based and hands on. Additionally, the science curriculum will be embedded with themes of ecology and environmental education. Additional texts such as newspapers and magazines will be used to enhance the existing

¹⁰ www.perspectives.tolerance.org

curriculum. In the primary levels students will use picture books with science themes as well such as How a Seed Grows by Helene Jordan.

PLTW Launch PLTW Launch is aligned to Next Generation Science Standards, Common Core State Standards for Math and English Language Arts, and other national and state standards for grades K-5. The program's 10-hour modules are flexible and customizable: They can be implemented independently or in tandem with one another, at the grade level you want, at any time. Both formative and summative assessments are embedded in the program. Assessments for learning and of learning play a critical role by providing meaningful feedback to students, teachers, and administrators.

PLTW Launch units include:

Kindergarten

Structure and Function: Exploring Design

Students discover the design process, identify products around them designed by engineers, and use what they've learned to design their own paintbrushes.

Pushes and Pulls

Students investigate different pushes and pulls and apply what they know to a swing set-installation project.

Structure and Function: Human Body

Students explore the relationship between structure and function in the human body and design a cast.

Animals and Algorithms

Students explore the ways people control and use technology, as well as program their own digital animations.

First Grade

Light and Sound

Students investigate light and sound and design a tool to communicate over a distance.

Light: Observing the Sun, Moon, and Stars

Students build upon their knowledge of light and design a playground structure that protects students from UV radiation.

Animal Adaptions

Students learn about animal adaptations and apply what they've learned to design a shoe made for desert exploration.

Animated Storytelling

Students build computational-thinking skills by creating animations based on their own short stories.

Second Grade

Materials Science: Properties of Matter

Students explore materials science and devise a way to keep popsicles cold – without a cooler.

Materials Science: Form and Function

Students research the variety of ways animals disperse seeds and pollinate plants and use what they know to design a gardening device.

The Changing Earth

Students explore how the surface of the Earth is always changing and design solutions for a fictional community threatened by a landslide.

Grids and Game

Students learn about the sequence and structure required in computer programs and work in teams to build tablet games.

Third Grade

Stability and Motion: Science of Flight

Students learn about the forces involved in flight and design a solution to deliver aid supplies via an aircraft.

Stability and Motion: Forces and Interactions

Students explore simple machines such as wheel and axles, levers, the inclined plane, and more and then use what they know to rescue a trapped zoo animal.

Variation of Traits

Students investigate the differences between inherited genetic traits and traits that are learned or influenced by the environment and then model how the gene for a plant's stem color is passed on.

Programming Patterns

Students discover the power of modularity and abstraction and then use what they know to create a video game for a tablet.

Fourth Grade

Energy: Collisions

Students investigate how mechanisms change energy by transferring direction, speed, type of movement, and force and then use what they know to design a car safety belt.

Energy: Conversion

Students learn how energy can be converted to meet a human need or want and then develop solutions to move donated food from a truck to a food pantry.

Input/Output: Computer Systems

Students explore how computers work and create a reaction-time computer program to assess a baseline before a concussion occurs.

Input/Output: Human Brain

Students learn about stimuli and responses and then use what they know to create a video to teach children about concussions.

Fifth Grade

Robotics and Automation

Students explore the ways robots are used in today's world and then design a mobile robot that can remove hazardous materials from a disaster site.

Robotics and Automation: Challenge

Students explore mechanical design and computer programming and design an automatic-guided vehicle to deliver supplies in a hospital.

Infection: Detection

Students explore the transmission of infection and run an experiment to help find ways to prevent the spread of illness.

Infection: Modeling and Simulation

Students investigate models and simulations and apply their knowledge to program a model that simulates the spread of infections.

(<https://www.pltw.org/our-programs/pltw-launch>).

PLTW Launch provides comprehensive professional development for teachers as part of the program, including ongoing training opportunities throughout the school year, robust instructional support, on-demand resources, and a community of collaborative educators to connect and interact with through an online platform. PLTW Lead Teacher(s) engage in a hands-on, comprehensive two-and-a-half day training that introduces them to the pedagogy that is the cornerstone of PLTW programs. The Lead Teacher(s) then train other teachers.

Full Option Science Systems (FOSS): FOSS is an inquiry-based hands-on Science curriculum for elementary grades. There are 3-5 units that align for each grade level. The carefully designed sequence of experiences in FOSS builds understanding of the core ideas of science. Each module or course is composed of multiple investigations. The modules are connected and build upon one another across each strand and each grade, progressively moving students toward the big ideas of science.

Grade	Physical Science	Earth Science	Life Science
5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles, Sand and Silt	Insects and Plants
1	Sound and Light	Air and Weather	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two

(<https://www.deltaeducation.com/foss/next-generation>)

Global Learning and Observations to Benefit the Earth (GLOBE): GLOBE is a set of investigation protocols and an international network of scientists doing real science in the real world. Students at all grade levels have the opportunity to collect data using the protocols and share it with scientists through the online GLOBE network allowing those scientists to work with vast amounts of data and allowing the students to participate in real science while learning not only standards for investigation and experimentation but using their own data to draw their own conclusions.

Visual and Performing Arts (Non-Core)

We believe that the arts are an integral part of an educational experience and we are dedicated to providing arts education for all of our students. Art will be taught explicitly through a standards-aligned curriculum that exposes students to a wide variety of arts education in visual and performing arts. Arts instruction will be embedded throughout the core day by classroom teachers in each grade, with additional opportunities for targeted arts instruction offered in collaboration with partner organizations and community volunteers (supervised by the credentialed classroom teachers).

Physical Education (Non-Core)

STEM Prep ES will provide Physical Education for all students at or exceeding the required 200 minutes for every 10 school days. The physical activity portion of our PE curriculum will consist of strength training as well as game playing. Playing games in PE makes the exercise fun but also teaches important concepts such as teamwork, good sportsmanship and problem-solving skills. In addition, we will integrate lessons about anatomy and healthy eating throughout the PE curriculum.

Technology (Non-Core)

In addition to using technology for word processing, research, presentations or educational software/online platforms, as a STEM-themed school, technology integration will be emphasized in every grade. We intend for all students to become tech-literate, just as they will become literate in reading, math and other core subjects. Our rich and engaging PLTW Launch curriculum will infuse technology usage into each classroom at each grade level, starting in Kindergarten. STEM Prep ES will have carts of Chromebooks for student use in the classrooms, with a planned 1:1 ratio. We will bring in the 9 Dots organization's Get Coding program which will teach students basic computer skills and text based coding. 9 Dots has developed a program that is common core aligned and includes curriculum and professional development for teachers. Get Coding encourages problem solving and critical thinking skills in a fun and engaging way. Students will learn the language of coding and build understanding of technology in a way they don't normally experience on the usage end. As the school grows, the faculty and school leaders may choose to implement standards-aligned, interactive curriculum resources into core instructional time, using programs such as ST Math, Lexia Reading Core 5, Study Island and other high-quality learning programs that enable differentiated instruction for students, particularly those in need of extra support (including English Learners) or advanced challenge/acceleration. As many schools increasingly are doing, offering students an opportunity to work on these programs while small groups of students work with the teacher can help intensify differentiation and targeted interventions, while simultaneously providing teachers with real-time data on specific content strands students have mastered and where they need more help. Students will regularly access a variety of free online/lowcost resources such [khan.org](https://www.khan.org), [nasa.gov](https://www.nasa.gov), [pbskids.org](https://www.pbskids.org), [coolmath-games.com](https://www.coolmath-games.com), and many more.

Innovative Curricular Components of the Educational Program

STEM Prep ES will provide all students with a premier public elementary school experience that prepares them to meet the challenges of the 21st century. Our existing schools have achieved significant success in raising the achievement of our low-income, minority students and increasing reclassification of English Learners. As detailed in the preceding and following section, we rely on the best thinking in education today and employ practices that are proven to meet the needs of our diverse learners as they prepare for 21st century careers. This includes employing strategies such constructivism, collaborative learning, culturally-responsive pedagogy, online tools, and differentiated learning to ensure each of our students is ready for the rigors of secondary school, college and meaningful careers.

Intervention and Enrichment Programs

STEM Prep ES will include dedicate time during the school day to provide both enrichment and intervention for our young students. Using data from our benchmarking and other formal and informal assessments throughout the year teachers will determine the needs of individual students. During a designated daily "Centers" time, students will work with other students who have similar needs on specific skills as determined by the teacher. During this time students who are at and above grade level may have the opportunities to engage with enrichment activities such as math card games, board games, independent reading, book club, and online educational games.

Literacy activities such as guided reading and Writer's Workshop will provide additional opportunities for intervention as students work independently and in small groups on targeted skills. Again this would be based on data available through the data management system and gathered through benchmarking and other formal and informal teacher assessments. Formal intervention is addressed in more detail in

Element 2/3 including how STEM Prep will meet the needs of different subgroups and how STEM Prep will proceed when classroom based interventions are not successful.

Curricular and Instructional Materials

STEM Prep ES will use materials aligned with the state standards to support the curriculum. Teachers may work with the principal to gain approval for the use of alternative materials than those listed in this charter petition.

English Language Arts	<ul style="list-style-type: none">• Reader’s Workshop, Writer’s Workshop• Fountas & Pinnell leveled readers
English Language Development	<ul style="list-style-type: none">• Systematic ELD (EL Achieve)• SDAIE Strategies
Mathematics	<ul style="list-style-type: none">• Everyday Math (McGraw Hill)• CGI Methodologies
Science	<ul style="list-style-type: none">• PLTW Launch• FOSS (Delta Education)• GLOBE
Social Studies	<ul style="list-style-type: none">• Scott Foresman History (Pearson)• Perspectives for a Diverse America (Tools for Tolerance)
Technology	<ul style="list-style-type: none">• PLTW Launch• 9 Dots Online Software

13. COMPREHENSIVE COURSE LIST

Not applicable.

14. INSTRUCTIONAL METHODS AND STRATEGIES

Instructional Approach and Methodologies

We have detailed above the overall instructional strategies and approaches that will be implemented at the school. Additionally, teachers will employ a variety of specific instructional practices in the classroom, including the following:

- ***Teacher-as-Facilitator***

In a learning environment that seeks to support students in becoming self-directed, life-long learners, the primary role of the teacher is to guide learning rather than direct it.¹¹ At STEM Prep ES, the teacher acts as a coach, providing frameworks for learning and helps students build on their strengths and interests.

¹¹ <http://tip.psychology.org/vygotsky.html>

- ***Cooperative Learning***
Cooperative learning supports the STEM Prep ES vision in a number of ways. In guiding effective small-group learning, STEM Prep ES teaches students the communication and team-building skills that are essential to life in the 21st century (please see section “What It Means to be an Educated Person in the 21st Century”). As students work together to solve problems and determine work processes, they begin to direct their own learning.
- ***Scaffolding***
Scaffolding instruction is based on Vygotsky’s socio-cultural theory of learning and the zone of proximal development, and relates to the Teacher-as-Facilitator role.¹² Teachers identify the current developmental skills of individual students and of classes and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and the teacher begins to remove the supports.
- ***Lecture/Modeling***
Direct instruction, specifically lecture and modeling with question and answer opportunities for checking off understanding, is a methodology that is used when teachers need to explain or demonstrate specific content and skills. This methodology serves an important role when combined with other instructional strategies, as it helps introduce or reinforce concepts quickly, and efficiently. It is also helpful for students who are primarily auditory learners.

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

Teachers will use an inquiry-based lesson cycle across the curriculum, which allows students to explore content as teachers act as the facilitator of learning. The inquiry-based lesson cycle takes place in every discipline as described by various disciplines in the section above, *Curriculum and Instruction*. The inquiry-based lesson cycle involves 5 components that are typically delivered over multiple days. These components are as follows:

- ***Engage***: The Engage is an opportunity for teachers to introduce the topic and create a curiosity episode in students and gets them excited through a common experience about the learning that will occur. The Engage is a quick task, allows for discourse, and is related to the real-world or is relevant to students.
- ***Explore***: The Explore is an opportunity for students to use prior knowledge to answer an essential question or solve an essential problem. The essential question or problem is open-ended and allows for student discourse. During the Explore students experience a productive struggle as they work together to persevere through the challenge. The Explore is student centered and yields actionable data for the teacher to use in guided instruction.
- ***Guided Instruction***: Guided Instruction is an opportunity for students to acquire the critical content knowledge and skills needed to solve or answer the learning target. The critical knowledge and skills are also needed for students to continue to persevere through the essential question or problem. It is structured and planned and guided by the data the teacher gathers during the Explore. Guided instruction allows for discourse and check for understanding questions are continuously used to determine further instruction or readiness for practice.

¹² Ibid.

- *Practice*: Practice is an opportunity for students to practice the critical content knowledge and skills needed to master the learning target. Practice is differentiated based on student needs and can be leveled so students practice based on their current level of understanding. Practice allows for discourse and requires that student think critically about the content and justify their reasoning. Practice prepares students for the closure and can include a revisit of the essential question or problem.
- *Closure*: Closure is an independent assessment for students to show their mastery on the learning target. It measures student mastery of critical content and skill through use of a rubric and contains opportunity for reflection, feedback, and goal setting. Closure is differentiated based on student needs and the teacher and students use the results to determine next steps.

Lesson Cycle Overview Tip Sheet

Component	What is it?	Essential Criteria
Learning Target	Used to establish clear criteria for what the students need to demonstrate to show that they have successfully attained mastery of an academic standard(s).	<ul style="list-style-type: none"> • Based on one or more academic standards (CCSS, NGSS) • Includes critical declarative (content) and procedural cognitively complexity required by the academic standard(s) • Provides a focus for the lesson and a guide for learning
Essential Question	A problem or question that is used to measure student progress towards mastery of the learning target.	<ul style="list-style-type: none"> • Posed at the beginning of the lesson (typically during the Explore) • Referred to throughout the lesson • Students build on prior knowledge throughout the lesson cycle to answer question/solve problem • Attainable for all students • Challenges all students within ZPD (zone of proximal development) • Cognitively complex • Open-ended or allows for multiple pathways • Allows students to make real-world connections

Component	What is it?	Essential Criteria
Engage	Creates a curiosity episode to get the students interested in the lesson	<ul style="list-style-type: none"> • Related to LT • Short task (no more than 5 min) • Relates concept to the real-world • Creates interest/buy-in • Task should be created with student interests in mind • Provides a common experience for all • Fosters collaboration and discourse
Explore	Provides students with the opportunity to use prior knowledge to answer essential question/solve problem.	<ul style="list-style-type: none"> • Related to LT • Student centered • Students use prior knowledge to persevere in answering • Question/problem is open-ended or allow for multiple pathways • Students ask/answer questions • Yields actionable data for teacher to use to guide the rest of the lesson

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

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

Pacing and differentiation are instructional methods implemented across the curriculum. All students will be actively encouraged to challenge themselves and take courses that both benefit and interest them. Each teacher is cognizant of students' abilities and interests and makes every effort to maximize their engagement and success.

STEM Prep ES also encourages teachers to demonstrate linkages between different subjects in the real world. School-wide programs such as Writing across the Curriculum, in which every students engage in writing in non-ELA subjects such as math and science, help develop linkages while also developing literacy skills. Additionally, technology will be implemented across the curriculum at every grade level, starting in TK/Kindergarten; the use of technology is discussed in further detail in the next section (16). By making a rigorous and relevant curriculum accessible to all students, we attempt to prepare every student for college and/or career and make each of them a socially responsible and productive member of society.

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

All of STEM Prep ES’s curriculum and instructional methodologies have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the new California Common Core State Standards (CA CCSS) (www.corestandards.org) and Next Generation Science Standards (NGSS). Our faculty will receive training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, and designing lesson plans that ensure standards alignment.

All teachers will use learning targets to guide their planning. Learning targets include content and skills that are needed to master the CCSS standards, as well as the NGSS standards. The learning targets are written in the language of the CCSS targets for literacy and math and are at varying DOK levels. Teachers will be trained in implementing learning targets and curriculum that is aligned to state and national standards through our inquiry based lesson cycle. Training supports teachers in effectively implementing lessons where students are required to do the heavy cognitive lifting by exploring the learning target, in the form of an essential question or problem, before the teacher provides guided instruction. This allows students to use critical thinking skills, prior knowledge, and resources to problem solve tasks similar to what they will be exposed to on state assessments.

In order to support all learners, specifically our students that are English Learners, STEM Prep ES uses both an integrated and designated approach to the ELD standards. The integrated approach supports all ELD students throughout the day, including newcomer and At-Risk English Learners, through use of scaffolds and supports. Through both the integrated and designated approaches, STEM Prep ES teachers will use the new ELD standards to design lessons and supports for our English Learners.

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

STEM Prep ES will train teachers on effective implementation of technology into the classroom to support the instructional program. To build in the 21st Century skills needed to thrive in college and beyond, STEM Prep ES’s core values include creating students that are literate in computer skills and technology. For this reason, STEM Prep ES will offer a variety of computer sciences instruction starting in TK/K. Students will learn keyboarding, word processing, coding, and programing through direct instruction and online interactive game-based learning platforms. Teachers will be trained in the most up-to-date strategies and curriculum through the PLTW Launch program, which offers a variety of tech-based project-based learning experiences for students – all standards-aligned – at each grade level with age-appropriate technological skills development (See Science Curriculum, above).

Teachers are trained in implementing technology into their classes as a means to support the instructional objectives of the class. Online platforms starting in Kindergarten include Google Classroom for creating assignments and assessments, checking for understanding, surveying students, and student submission of required assignments. Teachers and the leadership team also use assessment systems, such as Northwest Evaluation Association (NWEA) for benchmark testing and Engrade for creating classroom and performance task assessments. Both NWEA and Engrade resemble the type of testing students will encounter during their state CAASPP tests starting in grade 3. The NWEA assessment is computer adaptive and Engrade allows teachers to create assessments that include the functions and tools that are found on state tests, such as drag and drop, brief writes, embedded calculators, audio clips, and graphing. Students take these assessments through the online platforms that allow for quick feedback and results. Additional uses of technology include programs such as Actively Learn, where students can annotate, highlight, and make comments on written articles. This is also similar to the functions available on the reading passages on the CAASPP assessment. As noted above, teachers may adopt a variety of online, interactive curricular programs to facilitate additional differentiation, practice and skills development, particularly for students in need such as ELs. Programs such as Study Island, ST Math, Lexia Reading Core 5 and others may be implemented, based on student needs.

Other ways that technology is incorporated into the classroom are through the use of computers to conduct research online, create projects through programs such as PowerPoint and write essays using programs such as Word. STEM Prep ES plans to have a 1:1 ratio of electronic devices, including laptops and tablets. Roaming laptop carts will be available for teachers to check out and use in their classes.

17. GRADUATION REQUIREMENTS

Not applicable.

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

Not applicable.

19. TRANSFERABILITY OF COURSES

Not applicable.

20. COMPLEX INSTRUCTIONAL FRAMEWORK IMPLEMENTATION

Not applicable.

TRANSITIONAL KINDERGARTEN

21. TRANSITIONAL KINDERGARTEN

STEM Prep ES will incorporate a strong transitional kindergarten (TK) program for any student whose fifth birthday falls between September 1st and December 1st, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK will be integrated in Kindergarten classrooms. The TK program thus also will use the same curriculum as our kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the K students. We will employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

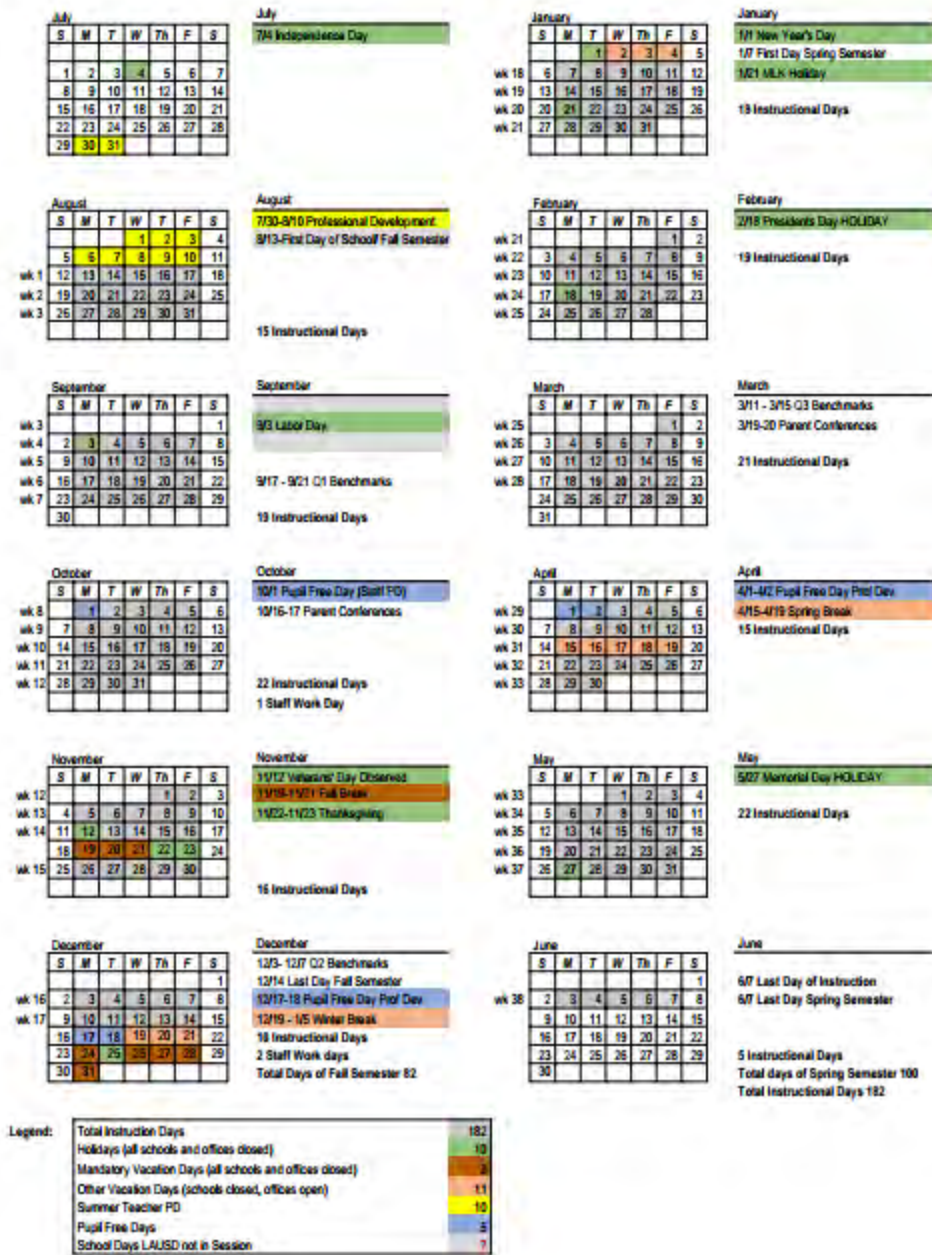
- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC

ACADEMIC CALENDAR AND SCHEDULES

22. ACADEMIC CALENDAR

STEM Prep ES will follow the LAUSD school calendar as closely as possible, in an effort to accommodate parents who have other children in LAUSD schools.

STEM Preparatory Schools
School Year: August 13, 2018 to June 7, 2019



23. SAMPLE DAILY SCHEDULES

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

TK/K – 3rd Grade

M, T, W, Th (2:40 dismissal)			Friday (early release, 1:40 dismissal)			Minimum Day (12:30 dismissal)		
7:45-8:10	Breakfast							
8:10-8:30	Morning Mtg.	20	8:10-8:40	Assembly	20	8:10-8:30	Morning Meeting	20
8:30-9:30	Math	60	8:40-9:30	Math	50	8:30-9:30	Math	60
9:30-9:50	Nutrition/Recess		9:30-9:50	Nutrition/Recess		9:30-9:50	Nutrition/Recess	
9:50-10:50	ELA/Reader's & Writer's Workshop	60	9:50-10:40	ELA/Reader's & Writer's Workshop	50	9:50-10:50	ELA/Reader's & Writer's Workshop	60
10:50-11:40	Arts/PE (each 2x/week)	50	10:40-11:30	Art/PE (alternating)	50	10:50-11:30	Science/Social Studies	40
						11:30-12:00	ELD/Literacy	30
11:40-12:20	Lunch/Recess		11:30-12:10	Lunch/Recess		12:00-12:30	Lunch	
12:20-12:50	ELD/Literacy	30	12:10-12:40	ELD/Literacy	30	Instructional Minutes		210
12:50-1:40	Social Studies	50	12:40-1:40	Science/Social Studies	60			
1:40-2:40	Science/STEM	60	2:00-4:00	Teacher PD				
2:45-3:45	After-School Tutoring							
Instructional Minutes		330	Instructional Minutes		260			

4th-5th Grade

M, T, W, Th (2:40 dismissal)			Friday (early release, 1:40 dismissal)			Minimum Day (12:30 dismissal)		
7:45-8:10	Breakfast							
8:10-9:10	ELA/Reader's & Writer's Workshop	60	8:10-8:40	Assembly	20	8:10-9:10	ELA/Reader's & Writer's Workshop	60
9:10-10:10	Social Studies	60	8:40-9:30	ELA/Reader's & Writer's Workshop	50	9:10-10:10	Math	60
10:10-10:30	Nutrition/Recess		9:30-9:50	Nutrition/Recess		10:10-10:30	Nutrition/Recess	
10:30-11:30	Arts/PE (each 2x/week)	60	9:50-10:40	Math	50	10:30-11:30	Science/Social Studies	60
			10:40-11:30	Arts/PE (alternating)	50	11:30-12:00	ELD/Literacy	30
11:30-12:00	ELD/Literacy	30	11:30-12:00	ELD/Literacy	30	12:00-12:30	Lunch	30
12:00-12:40	Lunch/Recess		12:00-12:40	Lunch/Recess		Instructional Minutes		210
12:40-1:40	Math	60	12:40-1:40	Science/Social Studies	60			
1:40-2:40	Science/STEM	60	2:00-4:00	Teacher PD				
2:45-3:45	After-School Tutoring							
Instructional Minutes		330	Instructional Minutes			260		

24. INSTRUCTIONAL DAYS AND MINUTES

STEM Prep ES will exceed the required instructional days and minutes for all grade levels.

TK/K	Yes	140	330	38	260	4	210			182	36000	56920	20920
1	Yes	140	330	38	260	4	210			182	50400	56920	6520
2	Yes	140	330	38	260	4	210			182	50400	56920	6520
3	Yes	140	330	38	260	4	210			182	50400	56920	6520
4	Yes	140	330	38	260	4	210			182	54000	56920	2920
5	Yes	140	330	38	260	4	210			182	54000	56920	2920
6	Select Y/N									0	54000	0	-54000

25. EARLY COLLEGE AND MIDDLE COLLEGE

Not applicable.

PROFESSIONAL DEVELOPMENT

26. TEACHER RECRUITMENT

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

STEM Prep ES will employ the following selection process for staffing:

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

27. PROFESSIONAL DEVELOPMENT

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

Through our Professional Learning Communities model, teachers discover new and innovative ways to address the common core standards in their classes. Teachers will meet as a grade level teams and whole school to develop learning targets that address the higher cognitive demands of the Depths of Knowledge (DOK) required by Common Core. Professional development also focuses on close reading and deep analysis strategies in all contents to support the Standards for Mathematical Practice and ELA Anchor Standards outlined in the CA CCSS. Because STEM Prep uses a Professional Learning Community model for professional development, collaboration and data analysis are the core of our meetings.

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

Summer Training:

STEM Prep ES will hold a three-week mandatory summer training program for all teachers prior to the opening of the school; subsequent summers will include two week sessions for teachers who are new to STEM Prep ES, with returning instructional staff join the new staff the second week for whole school professional development. During this time, a heavy emphasis is placed on:

- Building the school culture;
- Planning backwards (McTighe & Wiggins for curriculum mapping);¹³
- Data-driven decision-making, including training on the school's data management systems;
- Differentiated instruction, including strategies for meeting the needs of EL and special education students;
- Standards-based grading (Continuous Learning)
- Literacy (reading and writing) across the curriculum
- Rigor in the classroom (Inquiry-Based Lesson Cycle)
- Learning Target Development

Weekly Professional Development Time:

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

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

¹³ McTighe, J., & Wiggins, G. (2005). Understanding by design: Expanded 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development.

- 1 Hour of “formal” Professional Development, facilitated by the following resource personnel.
 - Teacher Leaders/Master Teachers for content-specific trainings;
 - External trainers from the relevant curriculum, as needed;
 - Special education and EL experts
- 1 Hour of Collaboration and Common Planning Time

The Principal, CEO and CAO and teachers will all collaborate to determine specific topics and sequencing for professional development. We anticipate that the following, at a minimum, will be topics covered in the first years of operation:

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

Common Planning Time:

STEM Prep ES understands that teacher collaboration is critical to creating both a professional learning environment as well as a support structure for teachers. Through early release days, time during the day via the bell schedule, and full-day professional development days, teachers plan together and review student data. Teachers have the opportunity to meet in their grade-level teams weekly to discuss individual students’ progress, interdisciplinary projects, and/or other relevant topics.

Peer Visitation:

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

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

Principal Evaluation:

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

MEETING THE NEEDS OF ALL STUDENTS

28. ENGLISH LEARNERS

Process for Identifying ELs

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

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at STEM Prep ES.

The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The school will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

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

Level	Description
4	English learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English learners at this level have moderately functional receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

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

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

Educational Program for English Language Acquisition

STEM Prep ES will use an inclusion model to serve English Learners and ensure all of its teachers are trained in the most effective English Learner instructional strategies, including the research-based Specially Designed Academic Instruction in English (SDAIE) and Sheltered English strategies. Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the following practices to support universal access of subject matter content for all students:¹⁴

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

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

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

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

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

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

¹⁴ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

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

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

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

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

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

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher. Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

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

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

The small school size and small class sizes at STEM Prep ES will provide an environment where English Learners receive ample academic support and attention to their individual needs. English Learners can use tutoring time at the end of each regular school day for additional English language acquisition reinforcement. This additional reinforcement takes place through instructor-facilitated language

acquisition and literacy development instruction, as well as through individualized computer-based instruction. The STEM Prep ES team will research the most effective interactive English Language Development software providers for English Learners at the elementary school level. Teachers will work with the school administrators in creating appropriate and individualized support curriculum once the students are assessed for a baseline.

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

1. Provide interaction, communicative activities, and real audiences.
2. Utilize task-based and problem-solving activities.
3. Provide ‘sheltering techniques’ – ways to make lessons easier to understand – to support language and academic development.
4. Are student-centered and promote student autonomy.
5. Facilitate focused development of English-language skills.
6. Support collaborative learning.
7. Foster understanding and appreciation of the target and native cultures.
8. Provide appropriate feedback and assessment.”¹⁵

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

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

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

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

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

STEM Prep ES will provide high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional

¹⁵ Excerpted from *Technology and Teaching English Language Learners*, by Mary Ellen Butler-Pascoe and Karin M. Wiburg.

development focuses on enhancing teacher's knowledge of how to teach English Learners to read and write as well as how to address the achievement gap by providing pedagogical tools [A1] to ensure that all ELs can meet the CA ELD Standards. Some of these pedagogical tools include conceptualization through demonstration, media, and manipulatives; metacognitive development through opportunities for reflection, self-assessment, and goal setting; and schema building through projects, compare and contrast, and peer teaching. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. All students identified as ELs will participate in dedicated English as a Second Language instruction as one of their elective courses.

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

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

The Board and school leaders will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. In response to the results achieved on these assessments and feedback, STEM Prep ES will identify program areas of needed improvement. These areas are addressed through professional development both whole school and by grade-level, and through one to one teacher coaching. As needed, curricular resources used may be revised to best meet student needs. Additionally, individual student needs are identified through the analysis of these assessments and are addressed through targeted intervention.

Process And Specific Criteria For Reclassification

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

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

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

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

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

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

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

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

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

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

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

Process for monitoring progress and supports for At-Risk/Long-Term English Learners (LTELs)

Under California law, At-Risk/Long-Term English Learners (ELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts and failing to progress on the state’s English language proficiency exam (AB 2193, Lara). STEM Prep ES will only serve six grades (TK/K – 5) thus we will not officially have any designated LTELs. That said, we will closely monitor each EL’s progress and any instances in which a student is not making sufficient progress towards reclassification. The EL Coordinator and classroom teachers work together to identify the reasons why a student has not

acquired English at an expected rate and determine the best support system for that student moving forward. STEM Prep ES will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

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

STEM Prep ES will meet the needs of those students achieving substantially above grade level in a number of ways. STEM Prep ES will use its beginning of the year diagnostic exams that are administered to all new students as a measure of whether a student is achieving substantially above grade level. Students identified as potentially gifted may be referred for additional evaluation. Teachers, administrators and parents may request an assessment. STEM Prep will administer the Otis-Lennon School Ability Test (OLSAT) to students starting in the second semester of Kindergarten for potential gifted designation. Ultimately, the Principal, in consultation with teachers, review a variety of data and then determines GATE designation. Parents are notified both in writing and in an in-person meeting about the designation and ways in which the school will support their child, and they can support their child's learning. The Principal will continue to monitor the progress of each GATE student, just as he/she monitors all student data and subgroups.

In terms of specific strategies to meet the needs of these high-achieving students, STEM Prep ES's differentiated approach to instruction will be a tremendous benefit. Teachers work with the school administrators in creating appropriate differentiation of the core curriculum within each classroom once the students are assessed for a baseline, including increased depth and complexity for these students through project-based work and more complex and challenging assignments. Practice and assessments are leveled and may include Routine, Non-Routine, and Novel problems, so that students excelling can continue to challenge themselves by applying current knowledge to new or novel tasks. Gifted students will be challenged to investigate, use problem-based learning, and research to master content more deeply. This type of differentiation is at an appropriate level to challenge GATE and high achieving students. This is individualized based on each student's data; including teacher created assessments, benchmarks, and standardized tests.

30. STUDENTS ACHIEVING BELOW GRADE LEVEL

In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, the following takes place:

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

The Principal and administration team will monitor student progress of those students substantially

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

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

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

Staff Meeting Time for Discussing Individual Student Progress

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

Supplemental Student Support Opportunities

Tutoring with classroom teachers is offered for students needing additional instructional support time beyond the bell. Tutoring is available for at least 1 hour after the last class and on weekends, as needed. Teachers are available to help students in specific subjects and computer-based intervention programs are available as well.

31. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

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

We anticipate that approximately 95% of STEM Prep ES students will qualify for free or reduced lunch. Instructional strategies for meeting the needs of low socio-economic status students are often the same as those for all students, in terms of infusing the instructional program with as much expert teaching, personalization and individualized instruction as possible. To close the achievement gap many of our low socio-economically disadvantaged students face, STEM Prep also offers small classes with instructional aides to support the teacher in providing intervention to struggling students, reading and math support classes, and after-school tutoring. The progress of students identified as socio-economically disadvantaged is monitored through benchmark testing, state testing, and grades in their classes.

In order to meet the unique needs of the school's low-income students, STEM Prep ES provides families with information on where to receive free or reduced medical, vision, dental, and mental health care.

Upon enrollment, STEM Prep ES parents will be provided with applications for reduced bus passes and enrollment forms for students to participate in our after-school program. STEM Prep ES will offer an extensive after-school program so students of working parents that do not have childcare available can remain on campus until 6:00 PM, participating in a variety of clubs and activities based on student interest, such as gardening, sports, arts and more. There are no fees associated with our after-school program and students that participate receive free supper.

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

STUDENTS WITH DISABILITIES

32. STUDENTS IN OTHER SUBGROUPS

STEM Prep ES will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. The Principal will serve as the designee for foster and homeless youth and monitor their performance and progress. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources.

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

STEM Prep ES will identify homeless youth through the enrollment forms families complete when enrolling in our school. Other ways STEM Prep ES will screen for homeless is through drop in grades, hunger, and fatigue. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. STEM Prep ES will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

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

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

A TYPICAL DAY

33. DESCRIPTION OF A TYPICAL DAY

A typical day at STEM Prep ES starts as students arrive at school for breakfast and play on the yard before school starts. As students line up and walk into their classrooms, they are greeted warmly by their teachers. They place their bags, lunchboxes and coats in their cubbies; younger students start at the carpet with their Morning Meeting, while older students get right to work on activities placed out for them as they enter the room. Each classroom is clean and well-kept, with word walls and examples of student work posted on the walls. Students learn from the youngest age to take care of their own work folders for different subjects and take care of the supplies and equipment in the class, helping clean up and set up as transitions are made to new activities. Every classroom has a college's name posted above the door to represent where the teacher attended college.

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

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

In small groups, for example, the teacher will lead students (grouped by reading level) in a discussion of a book they have taken turns reading aloud together, prompting them with lesson on grammar, sentence structure and the themes and emotions of the book. During this time, other students can be seen reading in pairs together, while others read silently in the reading corner. Similarly, during math time, a teacher may work with a group of students on multiplication skills while others work online in interactive learning that helps them practice skills through a program that adapts to their individual mastery of the content.

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

Each day, EL students work in small groups across different classrooms and grade levels, grouped by English-fluency level, with teachers, resource specialists and aides, receiving targeted EL instruction that helps them both pre-learn language for upcoming lessons as well as receive help with content from

earlier in the day. During this time, other students work in small groups and individually on literacy skills, based on their individual reading levels (including leveled reader books that are sorted and available in the classroom so that children can independently choose from a selection of books appropriate for their ability).

Students enjoy alternating P.E. and classes in the arts. Physical motions and the arts (dramatic reading/play, visual arts, and music) are all embedded in lessons and activities throughout the day to help keep students engaged and excited about their learning. Technology also is infused throughout the day, with both direct instruction on keyboarding and creating presentations online and students using tablets to research, write, create and present. Even the youngest students are seen working on tablets throughout the day. A healthy hot lunch and supervised free play mid-day ensures students are ready to focus on more learning each afternoon.

Teachers continuously collaborate with one another. As students are in P.E. or art, grade level teachers collaborate to differentiate lessons for different students and implement project-based learning in science/STEM and social science. The Principal and peer teachers regularly come in to observe and provide coaching; this information is then used during weekly professional development and collaborative planning time on Fridays.

Overall, throughout the learning environment at STEM Prep ES, curiosity is sparked, all students are respected and known well by the adults, and teachers are true professionals. STEM Prep ES knowing that the students will graduate prepared to succeed in secondary school, college and the 21st century workplace.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

STEM Prep ES accomplishes its educational mission through clear expectations and an intensive focus on students meeting standards in English/language arts, science, math, history/social sciences, with a focus on STEM-related learning. The program also includes PE and the arts. STEM Prep ES uses various forms of assessment to measure student knowledge, student achievement, and student progress towards becoming “educated persons in the 21st century.” Students are assessed regularly from the time they enter the school through matriculation, in order for teachers to be able to monitor their progress closely. This data is used to drive decisions about overall program development, as well as informing ongoing curriculum modifications and allocation of resources. The Principal, staff, and teachers all are held accountable by the Board of Directors for meeting student outcome goals.

Computer adapted NWEA MAP tests are utilized to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

Teachers meet throughout the year in Professional Learning Communities to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself. Additionally, students also conduct ongoing self-assessments in class.

STEM Prep also uses the following tools to measure student progress.

- Initial Benchmark Exams: In addition to reviewing existing student data from previous years/schools (where available), all new students at all grade levels will be given initial benchmark exams in the first weeks of school, including the ELPAC (for English Language Learners), a diagnostic test for Math and English (NWEA MAPs), and DIBELS and DRA reading assessment for Grades TK-1. These results better enable the teachers to set individualized intervention programs for the students at the beginning of the year and ensure proper lesson planning and differentiation for each student.
Annually
- State-Required Tests: All state required tests for applicable grade levels including CAASPPs (ELA, Math) California Science Test (CAST), California Alternative Assessment (CAA), Physical Fitness Test (PFT) and ELPAC (for English Language Learners). ***Annually***
- Traditional Classroom Assessments: Quizzes, essays, projects and presentations (publisher and teacher-designed). ***Some Weekly, Some Monthly***
- Formal Interim Assessments: Common standards-based formative assessments including NWEA MAPs, aligned to standards, for each major academic content area. ***Beginning, Mid-Year and End-of-Year.***

DATA ANALYSIS AND REPORTING

STEM Prep ES downloads results of various assessments into the PowerSchool student data management system, also used by our two existing schools. Downloading comes in the form of automatic population from digitalized tests, or user-entered data from classroom assessments. PowerSchool allows users to disaggregate the data in many useful ways, giving teachers and administration the ability to identify areas of strengths and weaknesses in individuals, subgroups, grade levels or a student body as a whole. School leaders, including the CAO, monitor student achievement data for teacher coaching and development, including determining professional development needs.

The Principal reviews student achievement data with teachers one-on-one at least quarterly. This data is compiled and key findings are brought before the staff and board during professional development time and board meetings, respectively. Data is a key component in annual goal setting and resource allocation as part of the annual LCAP process, as well as individual teacher goals for the year.

STEM Prep ES staff uses data to both drive classroom instruction and program individualized supplemental work for students. Through PLCs on a continuing, weekly basis, teachers review data and collaboratively plan differentiation and interventions for students. This use of data is both a core value and common practice at STEM Prep ES. STEM Prep ES staff gathers and analyzes data from various assessments, looking for trends in student learning and lessons that may need to be reviewed further. Staff members meet in both common subject matter and grade levels to discuss variances among students and/or specific lesson plans.

STEM Prep ES staff takes information learned from the data, and adjust their lessons accordingly, understanding which standards need to be reviewed or presented in a different way, and which standards the students have been mastered. The results of the data also enable teachers to provide students with individualized practice opportunities, either in class or during tutoring hours. Only after mastery, the student is allowed to progress through his/her personalized learning plan.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Student progress reports and report cards are an important record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Because of STEM Prep ES's commitment to standards-based grading, student assessment through the grading process is highly correlated to proficiency levels on the California Content Standards. Student progress reports and report cards create a succinct written record of student performance by compiling data from multiple assessments. Progress reports/report cards are one of several ways to keep parents, faculty, administration and Board members informed about student performance, and insure that data collection is regular and consistent. Additionally, student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Progress report/report cards are distributed eight times a year (every five weeks) – our policies on grading and assessing student progress are included below.

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

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

STEM Prep Continuous Learning Tip Sheet

What is it? STEM Prep implements continuous learning to fairly assess student progression on individual learning targets (content) throughout the year. Continuous learning is founded on the basis of a growth mindset for students and teachers. Reflection and goal setting are key to its success.

Policy:

- Students are assigned a level on a 4 Point Rubric (1-4)
 - 1 = Below basic level of understanding (NP)
 - 2 = Basic level of understanding (C)
 - 3 = Proficient level of understanding (B)
 - 4 = Advanced level of understanding (A)
- Levels represent student knowledge on individual Learning Targets and are therefore not:
 - Averaged
 - A percentage of how many questions answered correctly
 - Written as fractions or decimals
- Individual learning targets are used as assignment titles in gradebook
- Learning Targets are Not Weighted Differently
 - Essential Learning Targets should be taught and assessed more often
 - All learning targets have a weight of 1
- Teachers are encouraged to log student scores and progression through learning logs and tracking logs
- All levels should reflect the most recent assessment
 - Continuously replace levels as new assessments are spiraled or administered throughout the semester
 - If students score lower, re-teach and reassess
- Zero Policy
 - Scores of zero can be entered as temporary grades for missing assessments
 - Scores of zero must be replaced prior to the semester grade
- Practice
 - Provided to students in place of homework
 - Meant to help students master specific learning targets
 - Differentiated and based on student needs (leveled)

STEM Prep Grading Scale

- 3.4 - 4.0 = A (85% - 100%)
- 2.7 - 3.3 = B (65% - 84%)
- 2.0 - 2.6 = C (42.5% - 64%)
- 1.9 - 1 = NP (42.6% - 25%)

STEM Prep will have a standards based progress report based on the Common Core Standards for each grade level. We will report progress on a semester basis. We will use a scale that indicates student progress on a given standard. The scale, known as the EMAD, will be as follows:

E = Exceeds standard
M = Meets standard
A = Approaches Standard
D = Does not meet Standard

In addition to grades for academic progress students will be given EMAD grades for school-defined “Respect for Self and Others” standards, which indicate work habits and behavior and align with our school mission. The Principal and teachers will define these rubrics during summer collaborative planning time.

PROMOTION AND RETENTION

STEM Prep ES believes that students must have demonstrated the ability to progress academically in order to be advanced to the next grade in school. When student advancement is questionable, retention may be an appropriate option. The value of retention decreases with each year a student attends school. Retention will be considered strongly in kindergarten and after that only after all other options have been exhausted. The Principal will make all retention decisions; his/her decision is final.

1. The decision to retain:

- a. Shall be discussed with the parents or guardians by SST 2 in March;
- b. After two SST meetings where all possible accommodations have been provided and special education is ruled out.

2. The retention conference will:

- a. Include the following participants: classroom teacher; principal; special programs staff, where appropriate, and parents or guardians;
- b. Written approval is given by the parent or guardians;
- c. Upon request of the principal, the Executive Director may waive the requirement in b. above.
- d. Establish instructional goals for the student for the following school year.

3. The following considerations will be used in the decision as to whether or not to retain a student:

- a. Age - The student whose birth date falls on the last half of the calendar year (July through November) is in the younger half of the class and would be more likely to benefit from adding a year to his/her education;
- b. Academic Performance - The faster learner should not usually need to repeat a grade in order to catch up with academic work if proper motivation and assistance are given. The slower learner will probably continue to achieve below grade placement and retention will not alleviate this discrepancy. It is probably the student in the middle ranges of intellectual ability who has the best chance of profiting from retention.
- c. Size - The early maturing student, already larger than peers, might be uncomfortable if placed in a group with smaller students;
- d. Peer Relationships - Is the student a part of the community/neighborhood group with which there is close identification? Would the placement in another grade affect feelings as far as peers are concerned?
- e. Parent or Guardian Involvement - The parent or guardian must be involved in the proposed move. If the retention is not supported by parents or guardians, it may reflect in the entire family relationship and affect the student's attitude toward school. If the parents or guardians approve, the student's chances for success are greater.

- f. Student's Attitude - Ideally, the student should take part in the decision. Student should be able to withstand the adjustments that may accompany the new situation.
- g. Attendance—Frequent absences may contribute to a decision to retain.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹⁶

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

¹⁶ 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.

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

STEM Preparatory Elementary School is a direct-funded, independent charter school operated by STEM Preparatory Schools, Inc. (STEM Prep Inc.), formerly named Math and Science College Preparatory Schools, a California Non-Profit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS.¹⁷ The Charter School is governed by STEM Prep Inc.'s Board of Directors ("Board" or "Board of Directors") in accordance with the Board's adopted corporate bylaws, which shall be consistent with the terms of this charter.

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

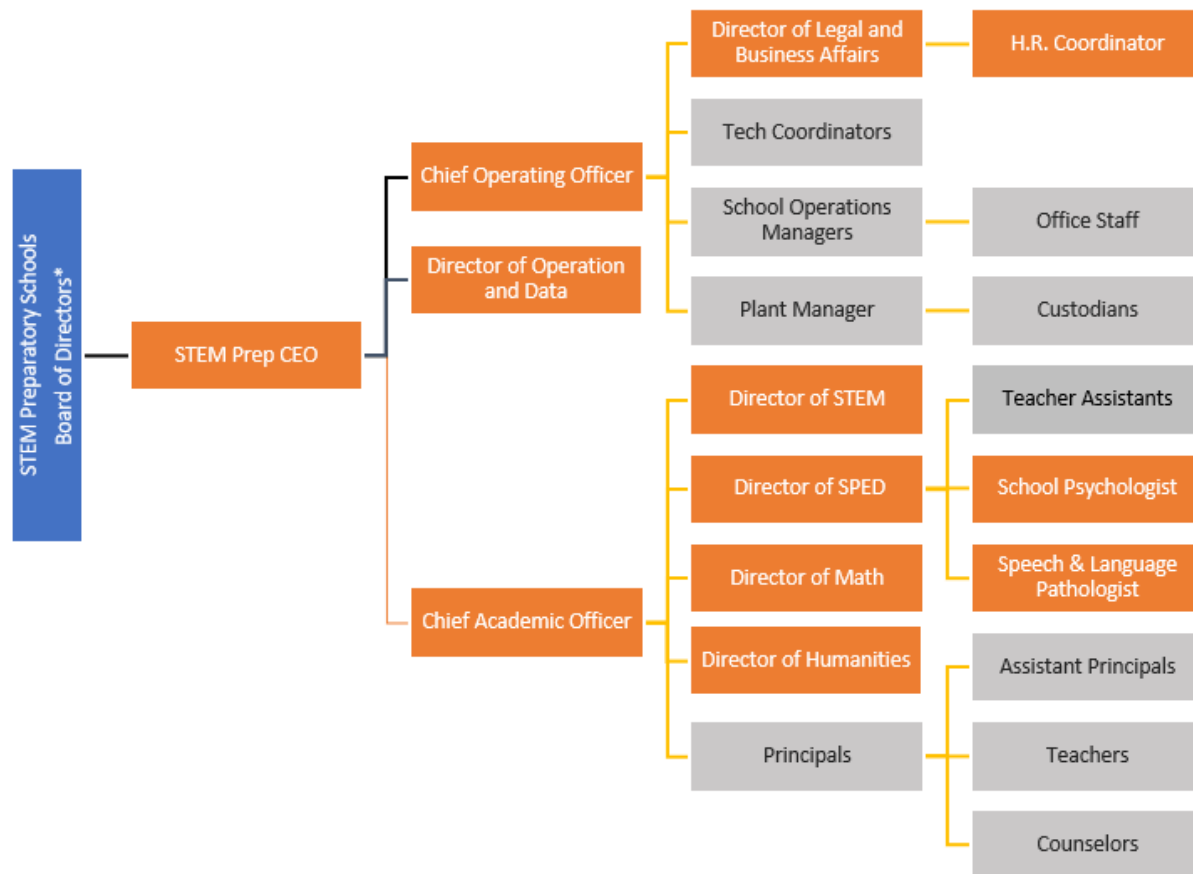
STEM Prep is governed by the STEM Prep Inc.'s Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

¹⁷ On or about February 18, 2016, the California Secretary of State approved a corporate name change. STEM Prep also subsumed the former Crown Preparatory Academy.

1. ORGANIZATIONAL CHART

A detailed Organizational Chart is included below.

I



2. MAJOR ROLES AND RESPONSIBILITIES

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

- Hire and evaluate the CEO.
- Hire, promote, discipline and dismiss all employees of STEM Prep ES after consideration of a recommendation by the CEO.
- Approve all contractual agreements and purchases over \$10,000. The CEO approves all invoices and purchases for \$10,000 or less.
- Approve and monitor the implementation of general policies of STEM Prep ES.
- Develop and monitor an operational business plan that focuses on student achievement.
- Approve and monitor STEM Prep ES's annual budget.

- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of STEM Prep ES and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly review progress of both student and staff performance.
- Develop, review, or revise STEM Prep ES's accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

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

The STEM Prep Inc. Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities through affiliation with California Charter Schools Association (CCSA) and other Board training opportunities. Trainings may include, for example, Brown Act training.

Chief Executive Officer (CEO)

The CEO serves as the key member of STEM Prep's senior leadership team, working with other lead staff in the central office (CAO, COO, etc.) and each school's Principal to establish organizational priorities, goals, culture, and core values, support the instructional vision, and ensure that they are implemented effectively at school sites. The CEO reports directly to the STEM Prep board of directors. The CEO serves as primary facilitator of the Board's oversight of the school, and ensuring the mission and vision of the school are realized.

Chief Academic Officer (CAO)

The CAO is as a member of the senior team that sets and oversees the strategy for all STEM Prep instructional programming. The CAO manages school site principals and academic team leaders, including planning and implementing professional development for school principals and academic staff. The CAO completes quarterly performance evaluations of principals and academic team leaders.

Chief Operating Officer (COO)

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

Principal

The Principal serves as the operational and educational leader of the Charter School, responsible for implementing programs, policies and procedures to realize STEM Prep ES's mission and vision. The Principal is responsible for providing instructional leadership in hiring, training, and evaluating (in collaboration with the CEO) highly qualified teachers and other instructional and support staff. (See full job description in Element 5, below.)

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Board of Directors are composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved. These individuals possess outstanding leadership and analytical skills. They represent a diverse field of professions and ethnic backgrounds.

The Board shall have at least five (5) and no more than 15 directors. All directors shall be elected through a selection process whereby the CEO and Board of Directors identify an organizational need; recruit, interview, and nominate candidates who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved; and, finally, voting upon and providing orientation and training to new directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors.

Directors shall serve for a term of two (2) years, renewable by mutual consent of the CEO and the Board.

GOVERNANCE PROCEDURES AND OPERATIONS

All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum. A majority of Directors then in office (but no fewer than two Directors or one-fifth of the authorized number of directors, whichever is greater) shall constitute a quorum for the transaction of business.

All Board meetings are conducted in accordance with the Brown Act. The Board of Directors shall set aside one meeting, annually, for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held in July of each year, at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

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

The Board holds an annual "State of the School" meeting every November, at a time and place that is convenient for all staff, parents, and students to attend. At this meeting, the Board reviews its own performance and measures the school's progress toward stated goals.

According to the Ralph M. Brown Act, regular bi-monthly meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. Meetings of the board shall be held at any place within the boundaries of the Los Angeles Unified School District. The STEM Prep Board rotates meetings across the different schools sites, meeting bi-monthly. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or

discussed at the meeting. Agendas are posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school.

In accordance with the Brown Act, special meetings of the Board of Directors shall be held only after twenty-four (24) hours' notice is given to each Director and to the public through the posting of an agenda.

Minutes for regular and special meetings record all actions taken by the Board of Directors. Minutes of the previous meeting are included in the following month's agenda and all recorded minutes are posted online, archived and available to the public upon request to the school's Principal.

STAKEHOLDER INVOLVEMENT

PARENT PARTICIPATION

School Site Council

In accordance with State regulations for receiving supplemental funding, STEM Prep ES will form a school site council ("SSC"). The school site council advises the Principal and staff on the planning, implementation, and evaluation of the school improvement plan, and to allocate SIP funds from the state to support the goals of the school plan. The SSC reviews the progress of the school in achieving the goals of the plan.

The school site council will be comprised of one teacher from each grade level selected by the Principal, one parent/guardian from each grade level, and the school Principal. Additionally, a 5th grade student representative attends (once the school reaches 5th grade enrollment). The school site council reports to the Board of Directors and the CEO. The school site council meets monthly. Parents volunteer to serve on the school site council. If more than one parent volunteers per grade level, the parents vote for a representative.

Parent participation plays a vital role in the effectiveness and quality of our program. The Parent Teacher Student Association ("PTSA") volunteer at Charter School events and fundraise for scholarships, facilities improvements, staff appreciation events, and other activities. We encourage parents to maintain and grow the existing parent groups.

Parents also are encouraged (but never required) to contribute volunteer time to the Charter School. The Director of Marketing maintains a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school; participation in committees; attendance at Charter School Board meetings; participation in the planning of fundraising or other special events; or, other activities. No child is excluded from the Charter School or any school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 hours of participation. We inform parents that there is no hour requirement during orientation and subsequent parent meetings and workshops.

Each year, the School Principal will also engage students, parents, teachers and staff, on a volunteer basis, in formulating the school's annual LCAP updates and goal setting, through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. Additionally, input is sought regarding the overall education program.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

EMPLOYEE POSITIONS AND QUALIFICATIONS

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

EMPLOYEES

Chief Executive Officer

Responsibilities:

Strategic Planning

- Work with the Board of Directors and Instructional Leaders to develop a strategic plan to develop STEM Prep into a gap-closing charter school
- Oversee the allocation of resources to drive the best balance between financial, operational, and academic concerns
- Hire and oversee performance of senior-level staff whose jobs will be to support/lead the operations, finance and academic performance work described below

Culture Development

- Preserve and promote STEM Prep’s mission with associated core values, philosophy, and culture

Human Capital

- Develop an overall human capital strategy and establish career paths within the organization
- Oversee school level human capital development efforts including: recruiting, training and evaluating school leaders and the development of hiring practices, policies, and evaluation protocols for all teachers and school-based employees

Operations and Finance

- Oversee school operations: budgeting, accounting, human resources, contract
- Management, compliance, etc.
- Work with outside counsel to support the legal needs of the organization
- Manage any required facility acquisition, maintenance and renovation efforts

Academic Performance

- Develop academic goals and performance benchmarks with Instructional Leaders
- Execute sound performance management of Instructional Leaders to ensure student achievement gains are being realized
- Build a high performing, consistent data-driven culture across the school

Development and External Relations

- Lead development efforts to fund the school model
- Manage the external representation and image of STEM Prep
- Represent STEM Prep in District communications

Required Qualifications:

- Experience in managing and leading a high performing organization including strategic development and operations
- Graduate (Master's level) degree in Education, Business or related area
- Entrepreneurial drive and proven track record in launching new ventures or major initiatives
- Superior relationship management skills, including external and internal stakeholders/clients
- Passion for education reform and a commitment to serving children in underserved communities

Preferred Qualifications:

- Experience running or operating in a charter school or extensive knowledge of charter schools
- Experience launching and designing new schools
- Experience working with urban schools and engaging residents of urban communities
- Direct classroom or instructional leadership experience
- Prior fundraising experience

Chief Operating Officer

Responsibilities:

Financial transactions and operations

- Develop, deploy and manage the financial system, financial reporting and accounting using accounting/financial policies and procedures; manage daily financial and business activities; ensure timely and accurate bookkeeping and reconciliations; ensure proper cash management, and management of accounts receivable and payable, with timely processing of billings and payments; ensure proper asset management, compliance with GAAP standards, and adherence

to budget; collect public revenues; prepare monthly, quarterly, and annual financial statements and variance analyses in a timely manner; manage and ensure compliance with grants; coordinate with the Chief Executive Officer to prepare the school budget; ensure that all reports are submitted accurately and on time. Oversee the negotiation of external operational vendor relationships to support the continued growth of the schools.

Strategy and Planning

- Work with the Chief Executive Officer to support strategic, long-term planning, and measurable goal setting to ensure that the planning is actualized and aligned with all school-wide goals. Continuously innovate and evaluate the operational and financial health of the organization and innovate strategies to address emerging liabilities.

Payroll and Retirement

- Manage compensation, payroll and time processing, interfaces, payroll and retirement, ensuring processing accuracy, and error resolution; Manage vendor support including coordination with payroll vendors, training, quarterly and year-end activities, and updates and compliance; provide HR audit support including employee record updates and audits.

Operations Leadership

- Provide technical support and management to all operations staff, with particular focus on: student recruitment; family engagement planning, enrollment and student records; human resources, payroll, and credential management; scheduling, meals programs and receipts; physical plants; nursing services; procurement; security and school safety programs; external reporting and regulatory compliance; asset tracking.

Communications

- Ensure alignment, consistency, and clear communication of the operational services available to STEM Prep schools understand the depth and scope of the resources available and how to access those resources; create coordinated communication systems and project management to ensure that all team members are working to provide efficient services to the schools; and work with the Chief Executive Officer to align a decision making process which clearly articulates roles and responsibilities for all stakeholders.

Enrollment and Student Information

- Coordinate student recruitment for middle and high school campuses; ensure timely and proper enrollment and attendance reporting to the city and state and timely and accurate collection of public funds; maintain the school's waitlist and enroll students in compliance with charter law and regulations; maintain student records and information; and ensure compliance with student confidentiality laws. Lead manage the student information management system includes auditing for data integrity and oversight of student records (e.g., enrollment, attendance, disciplinary actions, demographic data, immunization, emergency/medical information, special education, interventions, and school records).

External reporting and compliance

- Ensure compliance with state and federal regulations; ensure that all required financial reports are submitted in a timely and accurate manner; monitor management/lease/charter agreements, with particular attention to financial reporting requirements; and maintain effective working relationship with the authorizer, the state, and other regulatory and oversight agencies.

Facilities

- Manage custodial staff and facility and related contractors, including repairs and maintenance; support school-based operations teams to maintain the facilities, helping to ensure that they are functional and inspiring learning environments; handle repairs and preventative maintenance programs, carpentry, and mechanical systems; manage maintenance and repair tickets, including painting, VCT and carpeting, dry wall, ceiling tiles, doors and locks, plumbing, heating, ventilating, air conditioning, minor electrical, installations, and furniture.

Meals

- Oversee nutrition and food programs and related compliance; manage food service vendor(s) and staff; and oversee free and reduced-price lunch eligibility and collection of meal payments.

Safety and health services

- Manage school nursing and ensuring compliance with all education laws affecting the health and safety of students; ensure that students receive all required immunizations and health assessments, that proper student health records are maintained, and that staff are trained in emergency medical procedures.

Information technology

- Ensure information systems are fully functioning; oversee the planning, administration, maintenance, and troubleshooting of information technology hardware and software; ensure security policies and procedures are in place to protect confidential information and provide reliable access, and that they comply with local, state, and federal policies related to technology use, such as FERPA; manage user accounts and system security and oversee back-up procedures; and coordinate user-training programs to ensure effective and efficient use of technological resources.

Required Qualifications:

- Candidates must have a Bachelor's degree (an MBA, MPA, or other relevant advanced certification preferred)
- Experience in urban and/or charter school operations experience. An ideal candidate for this position:

Director of Operations

The Director of Operations serves as a key member of STEM Prep's leadership team, working with other leaders to establish organizational priorities, goals, culture, and core values, support the instructional vision, and ensure that they are implemented effectively at school sites. She reports to the CEO.

Responsibilities include:

- Manage student recruitment and enrollment operations, including applications, lotteries, and the enrollment process
- Serve as the organizational liaison or Network Accelerator
- Create and implement systems to measure progress toward annual organizational priorities as identified during the Network Accelerator process
- Establish and maintain systems for ensuring student data integrity across the organization
- Complete required CALPADS reporting on behalf of STEM Prep's Schools
- Manage and maintain STEM Prep's SIS, and ensure that schools are supported in effectively implementing it

- Support the Director of Business and Legal Affairs and principals in preparing for the annual district oversight process, including preparing materials as needed
- Support the preparation and execution of school accreditation and authorization functions, such as district oversight visits and WASC visits
- Support with authorization, including the charter renewal process for existing STEM Prep schools and the new charter process for STEM Prep's proposed elementary school
- Support instructional leaders, including the CAO, Directors of Instruction, and school-site administrators, in aggregating and analyzing student achievement data
- Develop dashboards and reports that support instructors and instructional leadership support in ongoing data-driven instruction
- Serve as the testing coordinator for STEM Prep schools, ensuring that assessments are administered properly and testing materials are secure
- Lead marketing and outreach for STEM Prep, particularly as it pertains to developing brochures and other collateral and managing STEM Prep's social media presence
- Support with grant reporting as needed

Chief Academic Officer

Responsibilities:

Managerial Leadership and Team Development

- Build a strong, cohesive team culture that reflects STEM Prep core values
- Participate as a member of the leadership team that sets and oversees the strategy for all STEM Prep programming to develop a vision and comprehensive long-term plan for the design of the schools
- Manage school principals and academic team leaders
- Collaborate with the Chief Executive Officer to hire school principals and assistant principals, and plan and implement professional development for school principals and academic staff
- Supervise principals in the creation and implementation of effective professional development opportunities for their staff, complete quarterly performance evaluations of principals and academic team leaders
- Work with organization leadership to ensure that all of the development, operations, technology, talent, and finance needs of the schools are met, and liaises with external stakeholders, community agencies, donors, and other third party constituencies

Educational Leadership & Academic Support

- Supervise principals and academic team leaders in continually aligning school programs with the mission, beliefs, priorities, and initiatives of STEM Prep
- Support principals and academic team leaders to develop and implement long-term plans for curriculum, assessment, and school improvement, and to share current educational trends, practices, and proposed legislation impacting the schools
- Ensure principals have a clear plan for improvement of instruction and school culture, engage principals in quarterly academic program analysis, and manage long-term and annual school planning

Required Qualifications:

- BA required. MS or Doctorate preferred.
- Demonstrated passion for the STEM Prep mission, vision and values with a deep commitment to improving the lives of students from low-income communities; knowledge of and experience working with low-income communities
- Minimum of three years of experience as a principal in a high performing school serving a similar student population to STEM Prep
- Proven track record of success managing high-performing senior leaders to achieve ambitious goals
- Outstanding leadership and management skills, particularly as it relates to building teams, promoting collaboration, managing conflict, goal setting, and holding people accountable
- Entrepreneurial spirit, flexibility, and demonstrated success in building a program, department or organization
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders

Director of Special Projects**Responsibilities:**

- Responsible for scoping and implementing special projects and strategic initiatives, including the development and implementation of a strategic plan and long-range strategic initiatives, as determined by the CEO. Works in conjunction with school leadership and Board of Directors to pursue and achieve tactical or strategic objectives pertaining to the long strategic vision assisting in the execution of work necessary to meet short term objectives as well.
- Lead selected program based special projects that require cross-functional engagement with key staff across the organization, and with external stakeholders, as appropriate.
- Research, tracking trends, preparing presentations; development of meeting agendas; drafting briefing papers and/or compiling pertinent background materials for attendees; preparing summaries of discussion; coordinating logistical arrangements; and ensuring appropriate and effective communications with stakeholders, as needed.
- Proactively identify and engage individual experts, as well as informational resources, that can help frame and advance work on key trends or emerging issues in education.
- Assist in developing funding proposals for departmental and/or organizational projects and initiatives including for fundraising purposes.

Required Qualifications:

- Bachelor's degree. Advanced degree is strongly preferred. Comprehensive knowledge in job related functional area. Proven ability to identify key issues and to carry forward an idea or project from conception to execution.
- Knowledge of the charitable and philanthropic sector is an advantage.

Director of STEM

Responsibilities:

- Provides direction and leadership in the development of a comprehensive STEM curriculum for all STEM Prep schools
- Oversees the development and enhancement of the STEM curriculum for instructional programs and collaborates with teachers and administration in the development and maintenance of the STEM curriculum
- Promotes effective instructional practices and communication that support high levels of instruction through the use of research-based data driven best practices, effective classroom consultation, and program evaluation
- Monitors school system data to determine trends and in turn develops and implements the most effective strategies for meeting and exceeding state and national student achievement goals
- Leads a process for the evaluation, selection, and acquisition of instructional materials, supplies, equipment and textbooks to support the STEM curriculum
- Assists administrators and teachers in evaluating and improving classroom instruction in the STEM programs
- Assists in the development of a proposed annual budget relating to curriculum development and the instructional materials needs of all STEM Prep schools
- Assists in reviewing and evaluating results of testing programs and recommends appropriate modifications to the STEM curriculum
- Assists in the planning and development of school-wide instructional in-service programs for teachers, aides, and parent volunteers to assist in raising the level of instructional performance and student achievement in the STEM programs
- Manages and coordinates professional development training for STEM teachers
- Prepares narrative and statistical reports regarding the STEM programs and provides support to administrators and teachers in data-driven decision making to improve student achievement

Required Qualifications:

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

Director of SPED

Responsibilities:

- Oversees the special education services of STEM Prep.
- Assists in preparing and administering the special education budget complying with all federal mandates related to appropriate use of those funds.
- Collaborates with teachers, principals, parents/guardians, and other school personnel in sharing information about students, consistent with legal requirements, and recommends appropriate interventions for students in need of support services.
- Directs case management services for students including the identification, follow-up, and individualized educational plans of students with disabilities.

- Gathers statistical data required in planning the educational programs for students with disabilities.
- Directs the planning and implementation of the system-wide testing program as related to special education.
- Assumes responsibility for the accuracy, validity, and interpretation of assessment results as related to special education eligibility determination.
- Monitors the student record system to ensure that appropriate information is kept current in student cumulative record folders as related to special education.
- Oversees the placement of individual students with special needs in those educational situations best suited to their needs.
- Ensures the implementation of state and federal regulations related to special education policies and procedures
- Participates in the recruitment, screening, assignment, evaluation, and training of special education and pupil services staff members.
- Conducts in-service sessions and training and development programs for staff members on topics related to special education and pupil services.
- Assumes responsibility for own professional development; for keeping current with the literature, new research findings, and improved techniques in specialized areas; and for attending appropriate professional meetings.
- Coordinates referrals to school and community resources.
- Explains and interprets special education-related policies and procedures to students, staff, and the community.
- Establishes effective liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents/guardians, and serves as the referral agent to those offices and agencies.
- reporting related to the education of students with disabilities.
- Collaborates with office staff regarding data necessary for reimbursement of funds, special grant opportunities related to educating students with disabilities

Required Qualifications:

- Master's degree.
- Valid California teaching/administrative license as required by the State of California.
- Public school and/or charter school experience in at least one area of special education.

Human Resources Manager

The Human Resources Manager serves as a member of STEM Prep's leadership team, working with other leaders to establish organizational priorities, goals, culture, and core values, support the instructional vision, and ensure that they are implemented effectively at school sites. The Human Resources Manager will report to the Director of Business and Legal Affairs. Responsibilities include but are not limited to:

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

Prepare reports for senior management and external regulatory bodies as appropriate.

Director of Humanities

The Director of Humanities is a key member of STEM Prep's leadership team, working with other leaders to establish organizational priorities, goals, culture, core values, and instructional vision, and ensuring that they are implemented effectively at school sites. S/he reports to the CAO. Responsibilities include:

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

- Support administrators and teachers with analysis of statewide and internal assessments
- Identify appropriate assessment materials or develop them as needed
- Coach teachers and/or teacher-leaders as needed
- Participate in the selection of STEM Prep team members

School Psychologist

The responsibility of the school psychologist is to serve as a special education staff member and to provide specialized psychological services to the students.

Responsibilities:

- Maintain compliance with District policies and procedures and provisions of the Modified Consent Decree
- Coordinates and implements staff development activities for Charter Schools and DIS Support staff as directed
- Acts as liaison with LAUSD, Charter schools, and the Los Angeles Department of Mental Health
- Maintains assessment activity reports and Welligent Service Tracking system; and assists schools that are preparing for compliance reviews with assessment issues.
- Conducts assessment for psycho-educational evaluation referrals
- Serves as a member of a crisis team to assist in crisis situations at both STEM Prep Schools: STEM PREP and Crown Prep, as needed

Required Qualifications:

- General Pupil Personnel Services Credential authorizing services as a school psychologist
- State Licensure or National Board Certification in the area of School Psychology
- At least one school year of completing an educational psychology internship
- One year of successful full time service in a certificated position(s)
- Bilingual in Spanish

Speech and Language Pathologist

Responsibilities:

- Provide high quality direct speech-language therapy services to students according to students' IEPs/504 plans.
- Conduct assessments, analyzing results, and writing reports to determine strengths and concerns in areas of speech, voice, fluency, pragmatics, language, and oral motor skills.
- Developing treatment plans (IEPs/504 plans) that are strength-based as well as child and family centered for overall educational improvement.
- Ensure evaluations, treatment plans and service delivery are aligned with school, state, and federal guidelines.
- Assist and guide teachers in observing, describing, and referring suspected and identified speech and language delays/disorders.
- Consult with teaching teams to develop and implement of curriculum modifications and appropriate classroom strategies such as visual supports, oral motor exercises, language strips, topics of conversation, and data collection.

- Ensure students' skills are generalized across settings by collaborating with teaching teams and related service providers.
- Manage a detailed log of service provided and services missed due to student or therapist absences.
- Maintain an inventory of materials, assessments, and supplies.
- Maintain appropriate, confidential, records and provide timely reports.
- Keep abreast of best practices in speech and language therapy and language development.

Required Qualifications:

- Master's degree in Speech-Language Pathology
- Appropriate certification to serve as a speech and language pathologist
- Experience, preferably with middle school and high school-aged students.

Director of Mathematics

Responsibilities:

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

Required Qualifications:

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

Director of Business and Legal Affairs

Responsibilities:

- Works collaboratively with the Board of Directors as stewards of STEM Prep
- Promotes understanding and good-working relationships between the Board of Directors and staff.
- Provides direction and communicates to the Board on all STEM Prep related matters.
- Provides pertinent information and reporting to the Board.
- Recommends needed policy changes and action.
- Ensures compliance of all policies, procedures, and directions.

- Ensures compliance with relevant workplace and employment laws.
- Provide appropriate information and assistance to staff regarding personnel matters and benefits; provide effective support and advice to the administrative team on personnel and HR issues
- Ensure that all staff hold credentials required by law and pass background checks; prepare and maintain legal personnel-related documentation (including employment statements of hire, disciplinary procedures, and terminations of employment)
- Ensures that job descriptions are developed and that regular performance reviews are completed and documented.
- Assist with salary budget planning and staffing requirements; and effectively coordinate with the Chief Executive Officer as needed.
- Manages STEM Prep property, business contracts, leases and agreements.
- Establishes and makes use of working relationships with peer schools and develops and maintains connections with local, state, and national organizations.
- Participates in community affairs that promote STEM Prep’s mission.

Required Qualifications:

- Bachelor’s Degree. Advanced MBA or JD Degree preferred.
- Passion for education reform and a commitment to serving children in underserved communities

Principal

Responsibilities:

Student Performance

- Set and enforce rigorous standards for student achievement
- Ensure the academic program meets or exceeds yearly student outcome goals

STEM Prep Leadership

- Develop goals and objectives consistent with the STEM Prep ES’s mission and values
- Lead teachers in developing a healthy school culture aligned with the mission, vision and values of the school and the organization
- Create a culture of mastery, teamwork, integrity, and joy amongst the staff, teachers, students and families
- Ensure the safety and security of students, staff, visitors, and public and private property
- Ensure an orderly learning environment
- Ensure appropriate standards of student behavior, performance, and attendance
- Represent the STEM Prep ES to the broader community

Instructional Leadership

- Manage, evaluate, and develop a team of teachers
- Work with teachers to constantly assess and improve student achievement
- Ensure use of effective, research-based teaching methodologies and practices
- Implement data-driven instruction and lead discussions about student performance
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
- Keep abreast of successful instructional methodologies and practices

- Provide high quality curricular training and resources to staff
- Ensure consistency in instruction and practice amongst teachers
- Ensure learning environment and classroom instruction maximizes student learning
- Monitor students' progress, including subgroup progress (EL, SpEd, GATE, FRPL, race/ethnicity)

Required Qualifications:

- Professional Administrative Services Credential and/or Master's Degree in Education or equivalent
- At least 5 years of experience in the education field
- Minimum of three years of teaching experience
- Proven experience as an instructional leader
- Demonstrated experience using technology in the classroom
- Proven success with raising academic achievement with a diverse student population
- Demonstrated experience using data-driven instructional systems
- Experience supervising and evaluating staff
- Familiarity with California Department of Education rules and regulations
- Experience managing school budgets
- Visionary leadership and a passion for education reform
- Ability to form productive relationships with a highly diverse group of students, families, and staff
- Desire to be held accountable for school performance
- Interest in and knowledge of the evolving education technology market
- Excellent communication and organizational skills
- Entrepreneurial spirit with an ability to thrive in a start-up environment
- Charter school experience preferred
- Familiarity with California state standards and assessments preferred
- Ability to speak multiple languages preferred (Spanish)
- Familiarity with the proposed area for the school preferred

Assistant Principal (Year 2 start)

Responsibilities:

- Serve on the Charter School's administrative team as a school leader, advisor, and thought partner to the Principal
- Contribute to the development of STEM Prep ES's strategic goals and objectives, as well as the overall management of the school
- Oversee, direct, and organize the work of selected instructional and non-instructional staff members
- Coach and support teachers
- Create the school schedule and student scheduling
- Co-lead professional development along with the Principal

Required Qualifications:

- Professional Administrative Services Credential and/or Master's Degree in Education or equivalent
- Valid teaching credential preferred, but not required
- Successful classroom teaching experience in a school setting required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to STEM Prep ES's mission and values

Teachers

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

Responsibilities:

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

Required Qualifications:

STEM Prep ES teachers shall meet or exceed all "highly qualified requirements" as applicable. Accordingly, a teacher of core academic subjects must have:

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

Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).

- A child development permit issued by the CTC.

Assistant Teachers

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

Responsibilities:

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

Required Qualifications:

- Minimum of an AA degree
- BA or BS (or higher) highly desired
- Understanding of subjects assigned
- Basic knowledge of curriculum and instruction
- Demonstrated success with similar populations

School Counselor (Year 3 start)

The School Counselor will work directly with students and staff to ensure that students' social and emotional needs are met.

Responsibilities:

- Assess home, school, personal and community factors that may affect a student's learning
- Identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention
- Consult with teachers, administrators and other school staff regarding social and emotional needs of students
- Coordinate family, school and community resources on behalf of students
- Provide DIS counseling for students with IEPs

Required Qualifications:

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

- Strong written and oral communication skills
- Minimum of 1 year full-time high school counseling experience
- Minimum of 1 year college-prep counseling experience
- Demonstrated success with similar populations

Office Manager

The Office Manager will support the day-to-day financial and operational activities of STEM Prep ES. S/he will have a significant role in creating, refining and implementing policies and systems while upholding the mission and values of the school.

Responsibilities:

- Create, maintain, and execute the Charter School's emergency and safety plans
- Manage all school-based procurement
- Track expenses and communicate trends in spending
- Collect payments, manage deposits, and process credit card recaps
- Oversee and manage school's food service program
- Coordinate special events such as field trips and school based fundraisers
- Coordinate travel arrangements as needed
- Manage incident reporting process for student/staff injuries, property loss/damage, and other claims
- Write and translate parent communications, including the biweekly parent bulletin
- Other duties as assigned

Required Qualifications:

- BA required
- Minimum of 2 years of professional experience required
- Spanish language skills preferred
- Prior school or non-profit work or volunteer experience preferred
- Excellent organizational, planning, and implementation skills
- Excellent written and verbal communication skills.
- Ability to multi-task, adapt to changing priorities and meet deadlines
- Highly detail-focused and results-oriented
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students
- Highly proficient in Microsoft Excel, PowerPoint, and Word
- Demonstrated initiative, leadership, and tenacity

Office Assistant

The Office Assistant will provide frontline customer service to students, families, and staff in STEM Prep's main office.

Responsibilities:

- Direct phone calls and guests properly and professionally
- Organize, secure, and maintain the reception area
- Attend to student needs and injuries
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community
- Ensure the accuracy of student files, and all information pertaining to logs
- Regularly ensure that printers and other equipment are in optimal condition
- Receiving and organize materials
- Receive and distribute mail
- Other duties as assigned

Required Qualifications:

- Oral and written proficiency in Spanish required
- AA preferred
- Prior school administrative experience preferred
- Strong proficiency with the Microsoft Office suite
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Strong commitment and passion for STEM Prep ES's mission and values.

Plant Manager

The Facilities Manager maintains buildings and grounds in a clean, sanitary, and safe condition, assists in providing security for buildings and grounds by patrolling school corridors, restrooms, and other campus locations in order to prevent unsafe activities, and assists in maintaining standards of student discipline and ensures the observance of rules and procedures by students and others on the school campus at the direction of a school administrator or teachers.

Responsibilities:

- Performs a variety of custodial duties as requested by the school office and teachers
- Participates in the opening and closing of facilities
- Gathers and disposes of rubbish, paper, leaves, and debris, and empties and washes refuse containers
- Moves and adjusts chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings
- Locks and unlocks doors, gates, windows, and storerooms

- Keeps records relative to equipment and furniture; Identifies and reports information regarding vandalism, theft, fire damage, and floods, and identifies, records, and reports maintenance needs
- Makes minor repairs to building hardware, plumbing, woodwork, building equipment, and furniture
- Assists in the provision of security for buildings and grounds, contacts the proper authority for assistance as needed, and escorts authorized and unauthorized persons in and from buildings and grounds
- Patrols school corridors, rest rooms, and other campus locations in order to prevent unsafe activities
- Directs students and others and takes action, as necessary, to prevent injury to persons or damage to property
- Works with groups authorized to be on the campus before and after school and helps keep the campus free of unauthorized persons
- Manages outside vendors for repairs and/or maintenance or custodial functions, as needed
- Performs related duties as assigned

Required Qualifications:

- Graduation from high school or evidence of equivalent educational proficiency
- At least one year of experience in providing cleaning services in commercial and/or public facilities

Technology Coordinator (Part-time)

The Information Technology Coordinator will control and manage technology resources; promote technology utilization within STEM Prep ES; possess the ability to develop and follow a technology plan; an understanding of emerging technologies that can be used in support of STEM Prep ES's mission; and a solid foundation of hardware, instructional software, and network infrastructures.

Responsibilities:

- Providing leadership in the use of technological delivery systems for instruction
- Providing computer acquisition assistance, network administration, installation and user information, and ongoing user assistance
- Developing a comprehensive technology plan for the school
- Assessing and evaluating technology needs to ensure effective implementation of the strategic plan, technology plan, and local curricula of the Charter School
- Developing and/or conducting basic "end-user" technical training for staff members on the utilization of technology
- Coordinating the design, implementation, utilization, troubleshooting, and maintenance of the district network and infrastructure including LANs, WANs, servers, switches, routers, phone system, and other peripherals
- Ensuring accurate, up-to date inventory records, including, but not limited to technology inventory, repair records and maintaining a resource catalog of software, materials, and plans for replacement and/or upgrade of technology
- Assuming responsibility for networking and maintenance of hardware capabilities with the school system
- Keeping all hardware operational and developing a preventative maintenance program for all equipment

- Maintaining system physical security and data backups
- Serving as a technical consultant to administration and curriculum leaders
- Providing all telephone, electronic mail and onsite technical services to assist all school personal to utilize technology in the performance of their job responsibilities
- Coordinating and scheduling updates to the school website
- Repairing (or arranging to have repaired) technology-related equipment and maintaining upgrade and repair records
- Ensuring all necessary records are accurate and complete as required by laws, district policies, and school regulations

Required Qualifications:

- High School Diploma, preferably an AA
- Experience supporting a small to mid-size organization in the area of information technology, including setting up networks, email accounts, and databases
- Ability to diagnose and fix small computer problems
- Ability to seek additional support from vendors, when needed

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

1. CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Chief Operating Officer (COO) serves as STEM Prep's Custodian of Records.

2. STUDENT HEALTH AND WELLNESS

STEM Prep ES is committed to providing a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity. All students have opportunities, support, and encouragement to be physically active on a regular basis, including at least 200 minutes every 10 days of Physical Education. STEM Prep ES will participate in appropriate and available school meal programs, including the School Breakfast Program, National School Lunch Program. Food and beverages served at the Charter School will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The school will provide nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity.

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.

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

- STEM Prep ES will reach out to parents of potential students by distributing flyers, making presentations and meeting with leaders of local churches of various faiths and ethnic representation, preschool/day care centers and service organizations, including:
 - Bright Moments Preschool
 - Divine Providence Kindergarten and Day Nursery
 - USC Early Childhood Program
 - Star Christian School and Child Care Center
 - John Tracy Clinic
 - HIC Daycare
 - Country Kids Place KinderCare
 - People Who Care Youth Center
 - Koreatown Youth & Community Center
 - Crenshaw Family YMCA

- Urban City Youth
 - Children Youth & Family Collaborative
 - Youth Justice Coalition
 - Youth United
 - Youth With a Mission
 - Create Now
 - Los Angeles CA LDS Institute of Religion
 - The Church of Jesus Christ of Latter-day Saints
 - City of Angels International Christian Church – Central Region
 - United University Church
 - Church of the Redeemer
 - St. Mark’s Lutheran Church
 - Glory Church of Jesus Christ
 - Ward Ame Church
 - St. Vincent Catholic Church
- STEM Prep ES will participate in community events to provide information about the school and answer questions. STEM Prep ES will also be responsive to local media inquiries, providing information about the application and eligibility process.
 - For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, STEM Prep ES will make special outreach efforts. STEM Prep ES will advertise at places commonly used for child care and after-school programming. STEM Prep ES will distribute information to local libraries as well. STEM Prep ES also asks agencies providing public assistance to distribute school materials, including student applications.
 - Flyers will be posted at local grocery stores, laundromats and libraries.
 - Flyers will be posted in English and Spanish.
 - Parents will also be allowed to submit student applications online, through the school’s website or by mail, fax or in person.

We note that the South L.A./West Adams region of Los Angeles has an unusually high percentage of children living in foster care. STEM Prep ES wants to serve these students, as they have typically not performed well in traditional larger schools. STEM Prep ES is uniquely set up to better serve this population because of small class sizes, individualized learning programs, and a much smaller student body than most local schools. STEM Prep ES will reach out to foster care homes, placement agencies, and foster parent groups to specifically recruit this group of students.

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

ADMISSION REQUIREMENTS

STEM Prep ES is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. STEM Prep ES will admit all pupils who wish to attend STEM Prep ES to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Applications for enrollment will be accepted during a publicly advertised open enrollment period (mid-November to March 31st; for Year 1 this period will be adjusted to occur after charter approval). An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our web site in English, Korean and Spanish and in the office (and additional languages if needed). The process is also verbally explained to any families who calls, or hands in their paper Lottery Application forms in-person. Parent can also apply on-line.

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

Public notice will be posted at the Charter School location, Charter School web site and on distributed informational flyers regarding the application deadline and the date (in mid-April, depending on the timing of spring break each year), time and location of the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site). If the lottery cannot reasonably be held at the school site (or one of our sister school sites), it will be held in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. Parents who turn in a Lottery Application prior to the deadline will be notified of the date and time of the public drawing, and invited to attend, though parent attendance at the lottery will not be required in order to secure enrollment for a student. STEM Prep ES will include details on the school website and in promotional materials about the enrollment timeline, rules, and procedures to be followed during the open enrollment and lottery processes.

Students who are currently enrolled, and siblings of enrolled students will be given admission preference. Admissions preference will also be given to residents of the District. No other exemptions or preferences shall be given¹⁸.

Lottery spaces will be pulled in order of grade level by the CEO or Principal. The lottery procedure will be monitored by a representative of the Board of Directors to ensure fair and accurate implementation. As names are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once the Charter School is drawn to capacity, applications will continue to be drawn for position on a wait list. Students who are not granted admission for that school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

¹⁸ During any period of discretionary grant funding from the U.S. Department of Education, STEM Prep ES will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the school will modify its lottery procedures to ensure compliance and eligibility for federal funding.

Enrollment Process

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

The enrollment packet is comprised of the following:

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

The waiting list will include contact information of the families not admitted through the lottery. If a position opens during the course of the year, the STEM Prep ES Office Manager will contact the family of the student on the top of the waiting list by phone or email to offer their student admission to the Charter School. If a family is notified by phone or email prior to August 15th, the family has ten (10) days to confirm enrollment and return a completed enrollment packet. If a student is notified after August 15th, they will have 72 hours to confirm enrollment via phone call or email, and submit an application by mail or email to the Office Manager. Should the family decline the position, the next family on the list will be contacted until the open position is filled.

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(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 fiscal year an independent auditor will conduct an audit of the financial affairs of STEM Prep ES to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any STEM Prep staff, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The COO is responsible for working with the auditor to complete the audit.

- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Board of Directors will review and approve the audit no later than December 15.
- The COO will be responsible for submitting the audit to all reporting agencies no later than December 15.

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Students learn best in an environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders.

In order to maintain a positive learning environment, STEM Prep has developed a comprehensive set of student discipline policies through the work of a committee that includes interested parents, guardians, students, and staff. The STEM Prep ES student discipline policy and procedures for suspension and expulsion include positive behavioral interventions. These policies are distributed in the school's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy is not discriminatory or arbitrary. The process follows general principles of due process. Students sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their

responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

STEM Prep ES is exempt from Education Code requirements and procedures related to student suspension and expulsion; however, STEM Prep ES is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

BULLYING

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq.* STEM Prep's policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. The Charter School's process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office or other supervised location designated by the Principal. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

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

Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights.

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

1. ENUMERATED OFFENSES

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 or 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 his or her own 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 terroristic 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, threatened 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.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward

one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 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 (1).
- 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 Principal or designee's concurrence.

Non-Discretionary Suspension/Expulsion Offenses: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

- possession of a firearm
- brandishing of a knife
- possession of a controlled substance
- sexual assault or battery, and
- possession of an explosive

Sexual Assault/Sexual Battery: Any student who commits or attempts to commit a sexual assault or who commits a sexual battery must be recommended for expulsion, regardless of grade level. In some instances, sexual harassment, sexual battery or sexual assault may also constitute child abuse. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner. If child abuse is suspected or alleged, a suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

Discretionary Suspension/Expulsion Offenses: Students *may* be suspended and recommended for expulsion 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 or 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 Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- 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 his or her own 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 terroristic 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, threatened 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.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward

one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 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 (1).
- 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 Principal or designee's concurrence.

2. OUT-OF-SCHOOL SUSPENSION

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary.

SUSPENSION PROCEDURES

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing by the Principal or Assistant Principal of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If the Principal or Assistant Principal wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

Length of Suspension

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

the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

EXPULSION PROCEDURES

Recommendations for Expulsion

Students will be recommended for expulsion if the CEO finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

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

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the recommended expulsion, after the CEO determines that an act subject to expulsion has occurred. The hearing will be presided over by an Administrative Panel appointed by Board, consisting of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the CEO to summarize the evidence adduced at the hearing.

The CEO will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The availability of reasonable accommodations and/or language support
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures.

The decision of the Administrative Panel is final and shall be in the form of written findings of fact and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the complaining witness or the testimony of that complaining 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 complaining witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official on the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Governing Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

Written Notice to Expel

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

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of appeal rights/procedures
4. Information about alternative placement options

The CEO shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to the LAUSD as required by any operative DRL. This notice shall include the following:

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

Suspension/Expulsion Appeal

Parents will be notified by the Principal or Assistant Principal through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. The suspension of a student will be at the discretion of the Principal. A suspension appeal may be made to the CEO within ten days of the suspension. Following due consideration of the facts and safety of students, a decision by the CEO regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to the CEO. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the STEM Prep Governing Board and the family will have a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the CEO, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the STEM Prep Board of Directors will be impartial and final. STEM Prep will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post-expulsion support to expelled students and their families to facilitate continued access to education.

Reinstatement and Readmission

Pupils who are expelled from STEM Prep ES shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to STEM Prep ES for readmission.

The readmission process will include a meeting with the Principal to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal shall make a recommendation to the Governing Board for readmission

unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. STEM Prep ES is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. STEM Prep ES shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. STEM Prep ES's governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, STEM Prep ES shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

Expelled Pupils/Alternative Education

The school will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

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.

STEM Prep ES will make participation in State Teachers’ Retirement System (STRS) available to teachers and a 403b available to classified persons working at the school. STEM Prep ES will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS fund as required. Charter School will continue participation in STRS for the duration of Charter School’s existence under the same CDS code.

Staff Retirement Allocations

1. STRS: All certificated personnel including teachers, Principal, and guidance counselor
2. Classified staff will be offered a 403b
3. Federal Social Security: Classified staff, including the CEO, Administrative Assistants, Front Desk/Registrar

Responsible Staff Member

The CEO is responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made with approval of the Board.

STRS Reporting

STEM Prep ES will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The CEO shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.

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.

STEM Prep ES will communicate to all prospective and current parents and students that STEM Prep ES is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students will be informed on enrollment forms of their public school attendance alternatives.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

Dr. Emilio Pack
CEO, STEM Prep Schools
3200 W. Adams Blvd.
Los Angeles, CA 90018

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

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

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

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

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

Dr. Emilio Pack
CEO, STEM Prep Schools
3200 W. Adams Blvd.
Los Angeles, CA 90018

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of

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

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must

provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports

4. Final unaudited reports

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

In the event that the school closes, the CEO and the Chief Operating Officer will serve as the school's closure agents

ADDITIONAL PROVISIONS

FACILITIES

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

District-Owned Facilities

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

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

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

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

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

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

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

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction,

reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

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

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

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance

coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs,

Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

STEM Preparatory (also referred to herein as “STEM Prep and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing

with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year

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

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹⁹

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

¹⁹ 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.

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

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

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

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

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

NON-PROPOSITION 39 DISPUTES

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

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

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

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

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

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

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

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter

School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

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

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility

of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

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

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

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

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

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

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction,

reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student

transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

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

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

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)