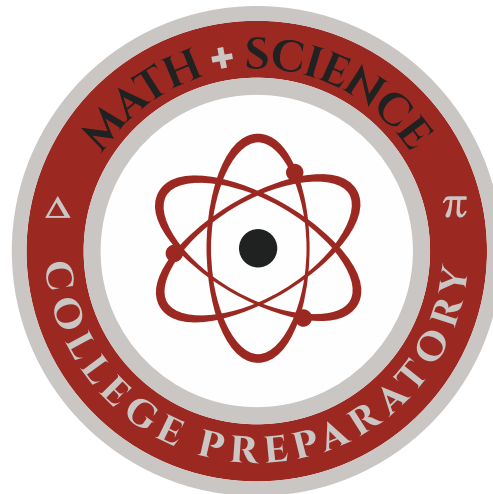


**LAUSD BOARD
APPROVED**



**10/18/16
(BR 157-16/17)
TERM: 2017-2022**



**Math and Science College Preparatory
Charter Renewal Petition for a Five-Year Term
(July 1, 2017 to June 30, 2022)**

Submitted

August 24, 2016

to the

**Los Angeles Unified School District
Board of Education**

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AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(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).)
- 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 by or as 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 and Affirmations, and Declarations, 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, of annual goals, 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).)

GENERAL INFORMATION

1. GENERAL INFORMATION TABLE

GENERAL INFORMATION	
• The contact person for Charter School is:	Dr. Emilio Pack
• 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:	90018
• This location is in LAUSD Board District:	1
• This location is in LAUSD Local District:	West
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	532
• The grade level(s) of the students in the first year will be:	9-12
• Charter School’s scheduled first day of instruction in 2017-2018 is:	August 14, 2017

<ul style="list-style-type: none"> • 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.) 	532
<ul style="list-style-type: none"> • The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: 	Traditional
<ul style="list-style-type: none"> • The bell schedule for Charter School will be: 	7:45 AM to 3:30 PM
<ul style="list-style-type: none"> • The term of this Charter shall be from: 	July 1, 2017 to June 30, 2022

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 (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 annual update.” (Ed. Code § 47606.5(e).)

COMMUNITY NEED FOR CHARTER SCHOOL

MSCP is an independent charter school focused on offering the highest quality education to students of diverse cultures.

MSCP was authorized by the Los Angeles Unified School District in 2012 and opened in August 2013 with 100 students. 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. In 2016-17, MSCP will serve 532 students in grades 9-12 with our first graduating class of seniors. ***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 our three short years of operations, MSCP has also achieved the following highlights:

- 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 **2016 Latino Non-Profit of the Year** by the *Los Angeles Business Journal*.
- 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.

2. SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM

It is important to note that this renewal is being presented after just three years of operations. While our charter had been authorized February 7, 2012 and we anticipated opening in the fall of 2012, due to an illness in the founders' family, the school delayed opening one year. We opened with 100 students in 9th grade in 2013-14, yet these was no standardized state testing that year as the California Standards Tests (CSTs) and attendant Academic Performance Index (API) measures had been suspended that year. The following year, 2014-15, while California initiated the new Smarter Balanced Assessments (SBAC)/California Assessment of Performance and Progress (CAASPPs), our high school served grades 9-10 only, and did not have 11th graders to participate in the CAASPP testing. We have not yet had a graduating class (our first will be in 2017) and thus do also not have A-G completion rates, college acceptance rates and similar data. Our counselors run graduation reports/progress quarterly and meet with students/parents who are at risk of not graduating in four years. As of the end of the 2015-16 school year, 100% of the class of 2017 is on track to graduate on time.

While CAASPP results for 2016 have not yet been published, we do include some details below about our preliminary/unofficial CAASPP results for this first year of testing for our school – *with 82% of our 11th grade students Met/Exceeded in ELA and 55% in Math, our results are very strong.*

a. Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to California law, a charter school that has been in operation for four years (again, MSCP has only been in operation for three) “shall” meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. Since MSCP has only been in operation for three years (and will complete its fourth year in 2016-17), all during a time in which California’s Academic Performance Index (API) school performance measure was suspended (after 2013), the first three criteria do not apply. We thus focus on the fourth criteria:

MSCP’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

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

populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

As requested by LAUSD’s Charter Schools Division (CSD), the following data analysis includes comparisons to the top 10 “resident schools” our students would otherwise attend. We identified the top 10 high schools MSCP students would otherwise attend based on each currently enrolled student’s home address. These schools include eight traditional high schools, one STEM Magnet (Crenshaw STEM Magnet) and one 6-12 span school (Foshay Learning Academy), as detailed here:

Criterion	MSCP	Crenshaw STEMM (9-12)	Edward R. Roybal Learning Center (9-12)	Fairfax SH (9-12)	Foshay Learning Center (6-12)	John C. Fremont (9-12)	Los Angeles SH (9-12)	Manuel Arts (9-12)	Ramon C. Corlines (9-12)	Susan Miller Dorsey (9-12)	West Adams (9-12)	HS Comps Average (9-12)	LAUSD HS (9-12)	California HS (9-12)
2015-16 # Stud.	396	900	1,107	2,047	1957	2001	1380	1553	1527	1124	1547	15,143	189,565	1,941,009
FRPL	88%	87%	88%	77%	87%	91%	86%	79%	90%	79%	91%	85%	79%	59%
EL	17%	12%	27%	8%	15%	24%	22%	27%	27%	19%	31%	21%	26%	22%
SpEd	11%	14%	12%	10%	8%	15%	13%	13%	6%	16%	14%	12%	12%	11%
Hisp/Lat.	83%	29%	87%	55%	82%	89%	78%	80%	80%	45%	91%	71%	74%	55%
Af. Amer.	12%	67%	2%	17%	17%	9%	13%	18%	17%	52%	7%	22%	9%	6%
Asian	2%	0%	5%	15%	0%	0%	5%	0%	0%	0%	1%	3%	4%	9%
White	1%	1%	1%	8%	0%	1%	1%	2%	2%	1%	1%	2%	10%	25%
Two+ Races	0%	0%	1%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	3%

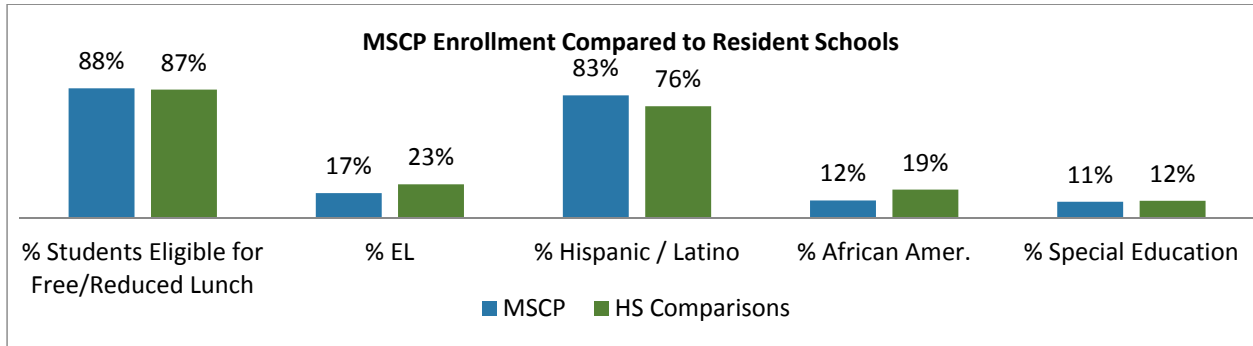
Source: dq.cde.ca.gov/Dataquest.¹

In addition, LAUSD identified additional “resident schools” beyond the 10 MSCP had identified. These schools include the following:

	MSCP	Augustus F. Hawkins SH - Community Health Ad.	Augustus F. Hawkins SH - Critical Design & Gaming	Augustus F. Hawkins SH - Responsible Indigenous	Miguel Contreras Learning Complex -- Academic Leadership Comm	Miguel Contreras Learning Complex -- Los Angeles School of GI	Miguel Contreras Learning Complex -- School of Social Justice
Enrollment	396	465	532	466	472	382	511
FRPL	88%	89%	89%	88%	92%	93%	91%
English Learner	17%	31%	23%	26%	32%	26%	24%
Special Education	11%	14%	10%	8%	11%	7%	NA
Hispanic/Latino	83%	82%	85%	68%	95%	97%	97%
African American	12%	16%	14%	30%	1%	1%	1%
Asian	2%	0%	0%	0%	0%	1%	0%
White	1%	1%	0%	1%	1%	1%	1%
Two+ Races	0%	0%	0%	0%	1%	0%	0%

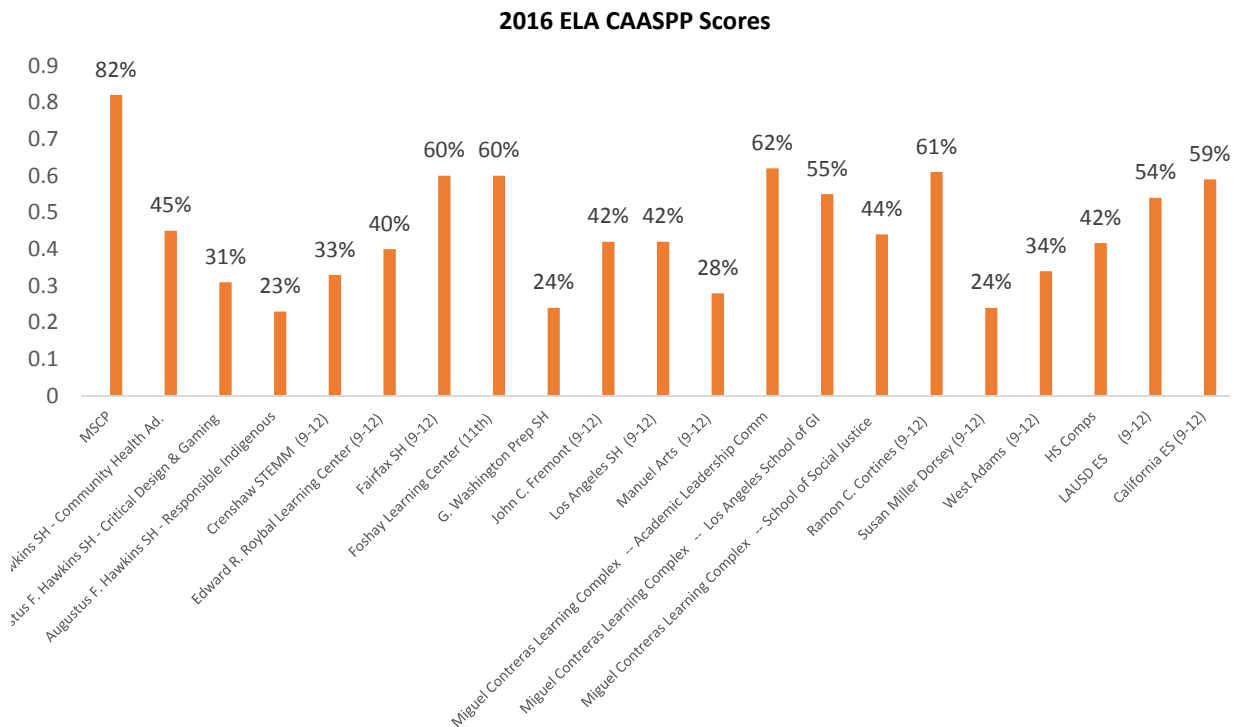
¹ Unless otherwise stated, all data cited in this petition is sourced from CDE’s Dataquest site.

As the demographic data shows, MSCP is educating a very similar population of students as all of these comparison schools:



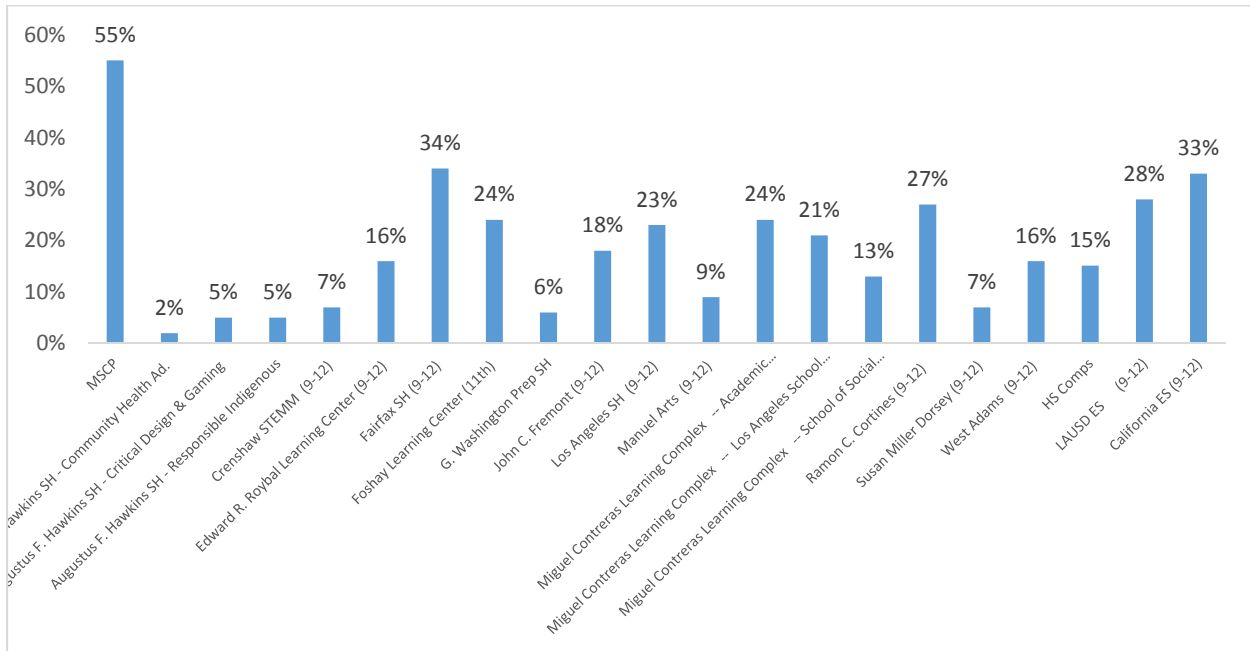
2016 CAASPP Scores

On the 2016 CAASPP, MSCP’s performance dramatically outpaced all of the resident comparison schools, LAUSD and California proficiency levels for 11th graders. On ELA, 82% of MSCP’s 11th graders Met/Exceeded state standards – 40 percentage points higher than the average of the resident schools and as much as 59 percentage points higher than one comparison.



On Math, 55% of MSCP’s 11th graders Met/Exceeded state standards, almost double the LAUSD rate of 28% and again, 40 percentage points higher than the average resident schools’ proficiency rate, with the lowest comparison at just 2% Met/Exceeded in Math:

2016 Math CAASPP Scores



While we do not have API scores for MSCP, we note the following information about the resident comparison schools' performance: the 3-year weighted API scores for these 10 schools ranges from 557 (Crenshaw STEMM Magnet) to 744 (Fairfax HS). Six of these ten schools had a 2013 state rank of "1" – in other words, they were among the lowest performing schools in the state; another two ranked "2," with the last two ranking "4" and "6." On the similar schools rankings, seven of the schools were "4" or lower, with one "6" and one "8." Notably, as of 2015-16, all but one of these schools (Los Angeles HS) was in Program Improvement (PI) status, with five of the ten in PI for 12 or more years, the longest being 18 years (Fremont) as a "failing" school by the state's measure.

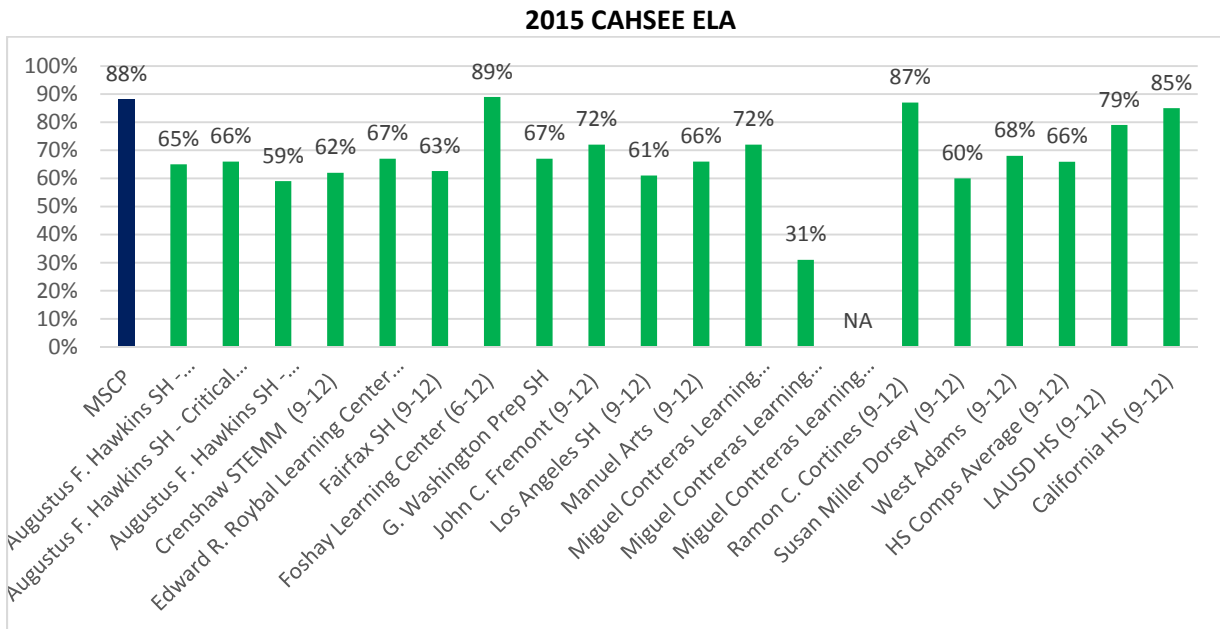
Criterion	Crenshaw STEMM (9-12)	Edward R. Roybal Learning Center (9-12)	Fairfax SH (9-12)	Foshay Learning Center (6-12)	John C. Fremont (9-12)	Los Angeles SH (9-12)	Manuel Arts (9-12)	Ramon C. Cortines (9-12)	Susan Miller Dorsey (9-12)	West Adams (9-12)
2013 State Rank	1	2	6	2	1	1	1	4	1	1
2013 Similar Schools Rank	2	4	8	2	4	4	5	3	4	6
PI Status in 2015-2016	Year 5	Year 5	Year 5	Year 5	Year 5	NA	Year 2	Year 4	Year 5	Year 5
# Years Since Entered PI	17	5	12	12	18	NA	1	4	14	6
3-year Weighted API	557	649	744	705	587	642	592	729	609	637

All of the "additional" resident comparison schools supplied by LAUSD had a 2013 state rank of "1" or "2" and similar schools rank "1" – "3" (the Miguel Contreras Learning Complex's Social Justice Center was not ranked). 2013 API scores ranged from 482-658, all well below average performance (the LAUSD average 2013 API for high schools was 729 and the state average was 742).

In 2015, the only two standardized tests in which MSCP's students participated was the CST for Science and the CAHSEE, both taken by our 10th graders.

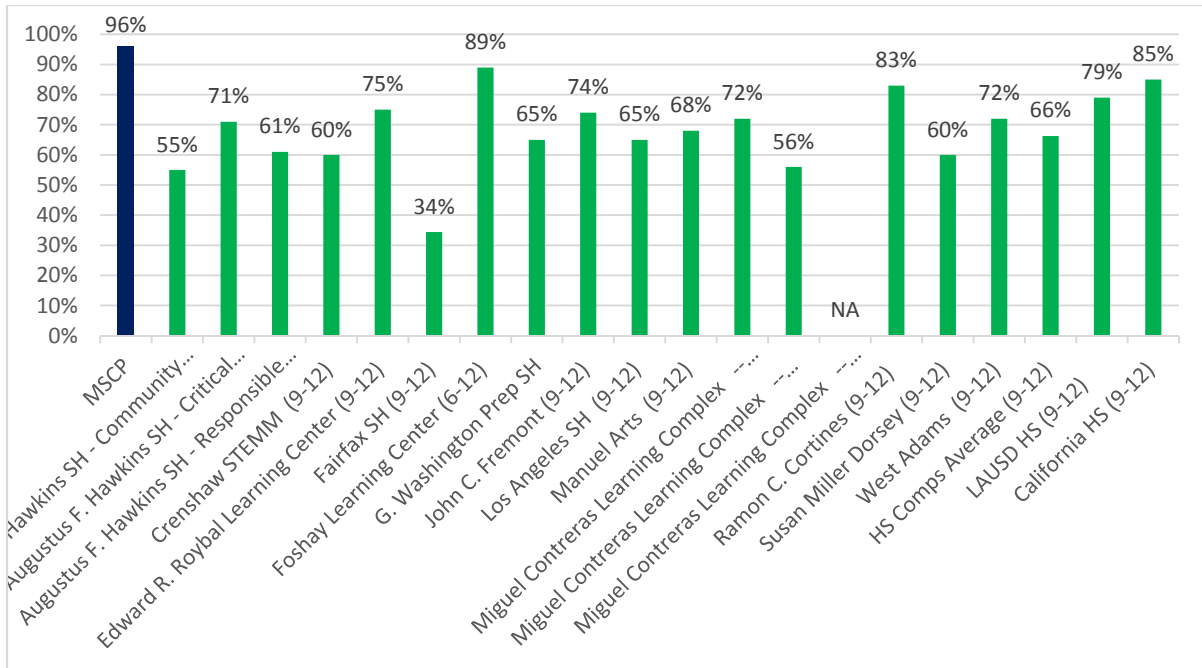
2015 CAHSEE Results

While the CAHSEE has been suspended as a statewide measure, the results from 2015 are particularly helpful since we do not have CST or CAASPP data for ELA or Math. Notably, our 10th graders’ ELA pass rate of 88% is higher than all but one of the resident comparison schools (just one point lower than Foshay Learning Center); this rate is also higher than LAUSD (79%) and the statewide pass rate (85%).



On Math, 96% of our 10th graders passed the CAHSEE, outperforming all of the comparison schools (34%-89%), LAUSD (79%) and the statewide average (85%).

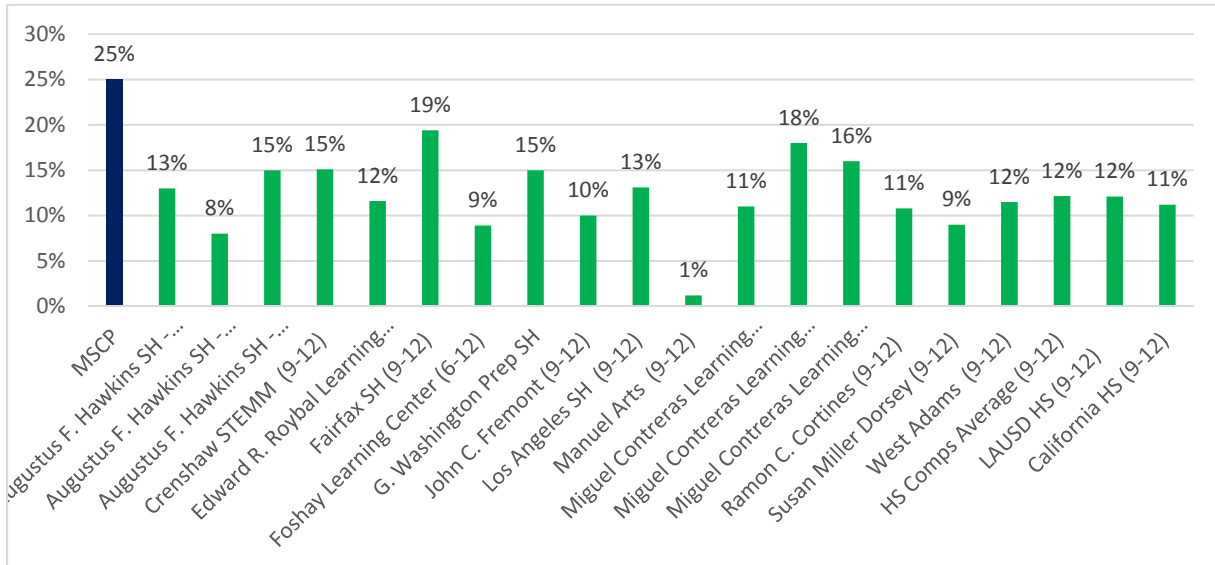
2015 CAHSEE Math



English Learner Reclassification Rates

In both the 2014-2015 and the 2015-2016 school years, MSCP reclassified 25% of our EL students, higher than LAUSD averages (17% and 12% respectively), and all of the comparison schools:

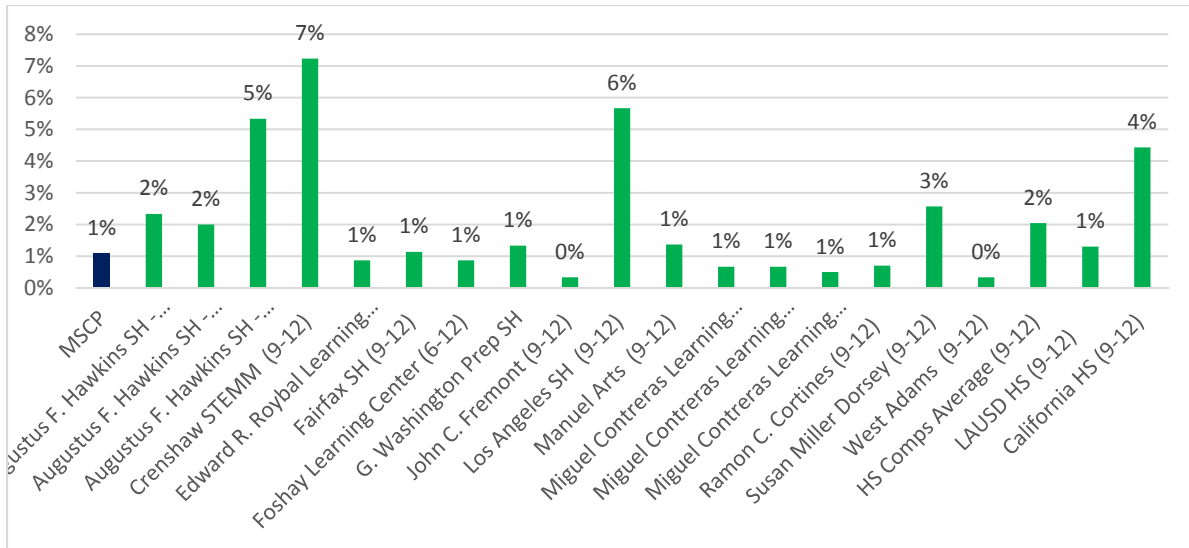
2015-16 EL Reclassification Rates



Suspension and Expulsion Rates

In a three-year analysis of suspension rates, MSCP has a 1% suspension rate, on par with most of the comparison schools, excepting Crenshaw HS (7% average), Los Angeles HS (6% average), Augustus F. Hawkins SH Responsible Indigenous (5%) and Dorsey HS (3% average) over the three years.

3-Year Average Suspension Rates



With the exception of a 1% expulsion rate at Foshay in 2012-13, MSCP and all of the resident comparison schools have had a 0% expulsion rate over the last three years.

LAUSD Annual Site Visit

Our most recent annual Site Visit Report from the Charter Schools Division (CSD), issued July 18, 2016, is quite favorable:

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

Average Daily Attendance at MSCP has ranged from 94-95% over our three years of operations. Parent engagement and satisfaction is an important part of our success. Based on annual surveys, 98% of parents are “very satisfied” or “satisfied” with MSCP, and approximately 90% of our families contributed volunteer hours to the school in 2015-16. (No family is ever required to volunteer.)

In 2015, MSCP received an initial WASC accreditation through June 30, 2018.

Average Daily Attendance at MSCP has ranged from 94-95% over our three years of operations. Parent engagement and satisfaction is an important part of our success. Based on annual surveys, 98% of parents are “very satisfied” or “satisfied” with MSCP, and approximately 90% of our families contributed volunteer hours to the school in 2015-16. No family is ever required to volunteer. This is expressed to parents at the orientation meeting in the beginning of the year and at subsequent parent meetings and workshops.

In 2015, MSCP received an initial WASC accreditation through June 30, 2018.

b. Success Of The Innovative Features Of The Educational Program

MSCP provides all students with a premier public high school experience that prepares them to meet the challenges of the 21st century. As detailed above, MSCP has achieved significant success in raising the achievement of our low-income, minority students and increasing reclassification of English Learners. We rely on the best thinking in education today and employ practices that are proven to meet the needs of our diverse learners as they prepare for 21st century careers. This includes employing strategies such as constructivism, collaborative learning, culturally-responsive pedagogy, online tools, and differentiated learning to ensure each of our students graduates from high school ready for the rigors of college and meaningful careers.

c. Success Of The School's Educational Program In Meeting The Specific Needs Of Its Student Population

As detailed extensively above, MSCP already has met students' needs successfully, as indicated by our CAASPP scores, in our short history and across a variety of measures. We have met our students' needs by exposing them to a rigorous CCSS aligned curriculum in each class 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 CCSS ELA and math targets to develop aligned learning targets for their particular subject matter. 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 at MSCP, help our students to continually grow and develop their cognitive abilities, while preparing them for the rigor and challenging work they will encounter in college. We are confident that our students – many of whom will be the first in their families to attend college – will graduate from MSCP ready to enroll in, and complete four-year degrees at rigorous colleges and universities, and change the trajectory of their families and communities.

d. Areas Of Challenge The School Has Experienced And How They Have Been/Will Be Improved

The first challenge we encountered was quite personal, in that our founder and CEO had a significant family illness that caused us to delay opening for one year. While this was disappointing both to everyone involved in helping our new school secure approval, the additional time in many ways enabled us to establish an even stronger foundation before Day One of school.

Since opening, challenges and resolution steps have included:

- Facilities: MSCP moved into a private facility in 2015-16 after operating at a Proposition 39 co-location for two years. While we are pleased to have a quality long-term home for our school, operating a private facility has posed some challenges in terms of maintenance and operations. We addressed this challenge by hiring a high capacity plant manager that leads a staff of four custodians. This team now addresses all operational issues associated with the facility.

Other facilities issues included starting the school at a Prop. 39 co-location. MSCP's recruitment over the first two years was more challenging because parents indicated that they did not want their students attending a large public high school campus. A common response from parents was that MSCP would be located on the very campus from which they were seeking an

alternative. Our current, private facility is three miles from our original co-located facility. The move did lead to some attrition – a few students decided to find something closer to their home or stay at the LAUSD comprehensive high school for sports not offered at MSCP or simple preference. MSCP has made up for attrition by taking larger 9th grade classes to maintain overall enrollment. Since moving into the private facility however, recruitment and enrollment has not been an issue.

- Recruitment of New Teachers: While our teacher retention rates have been very strong (87.5%), as we have grown, due to the current teacher shortage across the area, finding high quality teachers is a challenge. MSCP continues to explore ways of recruiting highly qualified and effective teachers. Strategies include improved marketing, exploration of university partnerships, and potential contracts with Teach for America (TFA).
- STEM Curriculum: During year 1 of operations we did not have an officially packaged or formal STEM curriculum. Teachers were researching resources on-line and designing lessons based on their research. We soon realized that this was both time-consuming and inconsistent in quality and efficacy for our students. Starting in year 2, we adopted the acclaimed and rigorous Project Lead The Way (PLTW) college-preparatory curricular program. 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.
- Merger with Crown Preparatory Academy (CPA): MSCP merged with CPA, another independent charter school serving grades 5-8, in July 2015. The merger will have a significant impact on students’ exposure to STEM in the geographic areas we serve. While the expansion of our charter organization has had a meaningful and positive impact on the students and communities we serve, we encountered inevitable challenges.

The first challenge was in building the capacity of a centralized home office to support multiple schools. Specifically, we needed to recruit and hire experts in the areas of curriculum/instruction, special education, and school operations to support at least two sites. As evidenced by our Organization Chart in Element 4, 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.

A second challenge was the financial investment necessary to support the growth of the organization, especially in the areas of technology, facilities upgrades, professional development across the entire network, staffing of new positions, legal costs, and consulting fees. We were able to secure funding for the merger from Charter School Growth Fund and the Non-Profit Sustainability Initiative that covered these “start-up” challenges for the initial phases of the merger, putting us in a strong position for ongoing sustainability via public funds.

STUDENT POPULATION TO BE SERVED

3. TARGET POPULATION

MSCP serves students in the 9th through 12th grades, primarily residing in the West Adams area of Los Angeles. In 2015-16, 92% of MSCP's students qualify for free/reduced lunch; 83% are Hispanic/Latino, 1% White, 3% Asian/Filipino/Pacific Islander, 12% African American, 1% Two or More Races; 17% of students are English Learners (EL) with another 51% Reclassified Fluent-English Proficient (RFEP); and 10% are Special Education (SpEd). 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 is a welcome alternative for our families who seek a more personalized environment for their children.

4. ENROLLMENT PLAN

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

General Education Program	2017-18	2018-19	2019-20	2021-21	2021-22
9 th grade	133	133	133	133	133
10 th grade	133	133	133	133	133
11 th grade	133	133	133	133	133
12 th grade	133	133	133	133	133
Total	532	532	532	532	532

GOALS AND PHILOSOPHY

5. MISSION AND VISION

The mission of the Math and Science College Prep is to operate a small, high performance school that prepares all students to succeed and graduate from college.

The vision of the Math and Science College Prep is to create a highly accountable model of innovation with highly qualified teachers guided by core principles that are based on what research has shown to be best educational practices and to serve as a research and development model for the District and other public schools.

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.

6. AN “EDUCATED PERSON” IN THE 21ST CENTURY

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

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

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

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

While the economy and workforce needs have clearly changed, many have commented on the failings of our educational system to address these changes. Former Harvard president Lawrence Summers (2012) noted “education changes remarkably little over time...Students are evaluated on the basis of examination essays...and relatively short research papers. Instructors are organized into departments, most of which bear the same names they did when the grandparents of today’s students” were growing up. The skills and to a lesser extent, content, taught in these classes has undergone a revolution, while their delivery remains situated in the 20th century.”

At MSCP, 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 (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety
- Systems thinking, environmental and conservation literacy, ecosystems understanding
- Civic, ethical, and social justice literacy

MSCP has moved toward emphasizing “what students can do with knowledge, rather than what units of knowledge they have,” the essence of 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 MSCP’s mission.

At MSCP, 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.) MSCP aims to provide the tools, the skills, and the foundation for students to address the three-legged stool of sustainability – economic sustainability, social equity, and environmental sustainability.

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

Bransford et al (2000) define student-centered classrooms as “environments that pay careful attention to knowledge, skills, attitudes, and beliefs that learners bring to the educational setting. This term includes teaching practices that have been called ‘culturally responsive,’ ‘culturally appropriate,’ ‘culturally compatible,’ and ‘culturally relevant’” (p.133-4). Culturally responsive classrooms that address student preconceptions put learners at the forefront, causing a move away from transmissionist, teacher directed environments. The implications for teachers are that they must be “aware that learners construct their own meanings, beginning with the beliefs, understandings, and cultural practices they bring to the classroom” (Bransford et al, 2000, p.136). Several researchers (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 the English department at MSCP, teachers have selected texts that reflect a range of cultural backgrounds. Through exposure to a works with varied cultural influences, students have a greater likelihood of connecting with the text and constructing knowledge.

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

centered classrooms. Small learning groups, department meetings and the Instructional Committee all strive to support best practices in teaching and learning.

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

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

Real world examples provide context, which plays an integral role in education. Learning content *a priori*, without any connection, understanding, or reference to a framework nullifies the impact of having assimilated the knowledge. It is imperative that teachers facilitate this scaffolding by placing content in context and then helping students make sense of the information through deliberate reflection and metacognition. Lemke (1990) claims that "Successful students [learn] though the *use* (author's emphasis) of terms and principles in context" (p. 24). Lemke (1990) states that teachers must

prepare a context for learning before engaging in the curriculum. “Learning is influenced in fundamental ways by the context in which it takes place. A community-centered approach requires the development of norms for the classroom and school, as well as connections to the outside world, that support core learning values” (Bransford et al, 2000, p. 25). In this situation, Bransford et al (2000) show the importance of context and application to real world scenarios. To this end, MSCP has engaged in experiential education linked to the curriculum. Working with community partners, organizations, museums, and individuals, teachers at MSCP provide their students with exposure to guest speakers, as well as field trip opportunities that supplement traditional curricular experiences and offer career and real-world connections to what is learned in the classroom.

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

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

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

The next frontier in learning theory deals with a deeper understanding of the way in which the brain changes as learning takes place. According to Rushton et al (2003) and Taylor (2006) brain based research dovetails well with constructivist approaches to teaching. Taylor (2006) points out that “Rather than focus on what the learner understands, [well-meaning instructors] focus on what they themselves

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

8. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)

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 (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 annual update.” (Ed. Code § 47606.5(e).)

Math and Science College Preparatory 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 renewal petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), 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, MSCP’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 MSCP anticipates at this point in time.

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CALPADS report, teacher credentials					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All students are taught by highly qualified teachers.	Recruit, hire, supervise, evaluate and retain qualified teaching staff. Ensure verification of proper credentials and DoJ clearance prior to start of employment. Actively recruit qualified teachers reflecting student ethnic demographics	100% of teachers properly certified and assigned.	100%	100%	100%	100%	100%
ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Curriculum Inventory					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All students (including all statistically significant subgroups) will use CCSS and NGSS aligned materials in all relevant courses and teachers implement a standards based education program.	MSCP will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.	100% of students have access to standard s-aligned materials and technology.	100%	100%	100%	100%	100%
FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual review and ongoing monthly maintenance, Facilities Inspection Tool (FIT)</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Student learning is supported by school facilities that are in clean and good repair.	Facilities will be maintained and cleaned through a contract through the MSCP custodial staff.	Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing %	Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing
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**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
STATE PRIORITY #2**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
		Method for Measuring: <u>Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum; classroom observations by administrators</u>					
Ensure implementation of academic content and performance standards for all core subjects as they are adopted.	Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation

**PARENT INVOLVEMENT
STATE PRIORITY #3**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
		Method for Measuring: <u>Documentation of parent meeting attendance and agendas; results of surveys</u>					
Student academic achievement is supported by parents.	Engage parents in a series of relevant and interesting workshops related to their child's success (full time parent liaison.) Maintain School Website as a communication tool for the community. The most important items from the website are communicated to parents via a monthly newsletter that is	Establish baseline (2016-17)	Increase number of parents who attend at least 2 events each year by 2-3% (specific goal to be set annually in LCAP)	Increase number of parents who attend at least 2 events each year by 2-3% (specific goal to be set annually in LCAP).	Increase number of parents who attend at least 2 events each year by 2-3% (specific goal to be set annually)	Increase number of parents who attend at least 2 events each year by 2-3% (specific goal to be set annually)	Increase number of parents who attend at least 2 events each year by 2-3% (specific goal to be set annually)

	sent to their home via a hardcopy.		goal to be set annually in LCAP).		in LCAP).	in LCAP).	in LCAP).
STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>CAASPP measures tbd</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All students, including all 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 eIA and Mathematics.	<p>Provide highly qualified instructional personnel and Resource Specialists to implement high-quality instruction with continuous monitoring by the School Leader and Network personnel of instruction and student achievement data.</p> <p>Provide comprehensive professional development to support student achievement and college-readiness.</p>	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>SAT/ACT</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
MSCP students will outperform local district schools on the ACT/SAT.	Provide an intensive ACT/SAT intervention and support curriculum, including courses during the school day, after school tutoring, and weekend tutoring, for all students in need of college entrance exam preparation support.	Establish benchmark	SAT/ACT scores will meet/exceed scores of comparable schools	SAT/ACT scores will meet/exceed scores of comparable schools	SAT/ACT scores will meet/exceed scores of comparable schools	SAT/ACT scores will meet/exceed scores of comparable schools	SAT/ACT scores will meet/exceed scores of comparable schools
A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT							

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student transcripts and college admission records</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Increase percentage of students successfully passing A-G requirements and accepted to a college or university	<p>Teachers will attend professional Development</p> <p>Teachers will attend conferences</p> <p>Teacher will receive appropriate training</p> <p>The Charter Schools will purchase standards based textbooks</p> <p>The charter school will purchase adequate and appropriate supplies and materials</p>	Set benchmark (2016-17) with first graduating class.	Meet/exceed A-G completion rate and college admission rate of the comparison schools.	Meet/exceed A-G completion rate and college admission rate of the comparison schools.	Meet/exceed A-G completion rate and college admission rate of the comparison schools.	Meet/exceed A-G completion rate and college admission rate of the comparison schools.	Meet/exceed A-G completion rate and college admission rate of the comparison schools.
ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CELDT/ELPAC or other available external assessments; ELD Folders</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
EL students will advance at least one grade level on the CELDT/ELPAC each year.	<p>See above; plus:</p> <p>Implement the MSCP English Learner Master Plan.</p> <p>Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.</p> <p>Continue professional development related to EL support.</p> <p>Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</p>	Establish benchmark (2016-17).	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.
ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CELDT/ELPAC or other available external assessments; ELD Folders</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
EL reclassification rate will meet or exceed the District's reclassification rate.	<p>Implement the MSCP English Learner Master Plan</p> <p>Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.</p> <p>Continue professional development related to EL support.</p> <p>Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers</p>	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.

AP EXAMINATION PASSAGE RATE [High Schools Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>AP exam scores; transcripts</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
MSCP will realize annual increases in the numbers of students passing AP exams with a score of 3 or higher.	<p>MSCP will increase the number of AP courses offered to 9 starting in 2017-2018.</p> <p>All AP teachers will attend summer AP training.</p> <p>Selected non-AP teachers will also attend AP training to increase the understanding of increased rigor.</p>	Establish benchmark (2016-17).	Meet or exceed the District's AP test passing average and realize annual gains over previous MSCP AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous MSCP AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous MSCP AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous MSCP AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous MSCP AP exam scores by at least 2% annually.

EAP COLLEGE PREPAREDNESS RATE [High Schools Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>NA</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
No longer applicable.							
SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Attendance rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Improve attendance rate and reduce the percentage of students who are chronically absent.	<p>Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.</p> <p>Addition of School Attendance Coordinator to help improve attendance and decrease habitual truants. The attendance coordinator will:</p> <ul style="list-style-type: none"> • Call home • Meet with students • Meet with families • Make home visits • Set up positive reinforcement contracts with students 	Establish benchmark (2016-17)	≥95%	≥95%	≥95%	≥95%	≥95%
CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Individual student attendance records</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Improve attendance rate and reduce the percentage of students who are chronically absent.	<p>Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.</p> <p>Addition of School Attendance Coordinator to help improve attendance and decrease habitual truants. The attendance coordinator will:</p> <ul style="list-style-type: none"> • Call home • Meet with students 	Establish baseline (2016-17)	Decrease chronic absenteeism by 1-2%	Decrease chronic absenteeism by 1-2%	Decrease chronic absenteeism by 1-2%	Decrease chronic absenteeism by 1-2%	Decrease chronic absenteeism by 1-2%

	<ul style="list-style-type: none"> Meet with families Make home visits Set up positive reinforcement						
DROPOUT RATE [Middle and High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Dropout rates</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Schoolwide (including all statistically significant subgroups) middle school and high school dropout rates will each be $\leq 1\%$	Provide comprehensive supports and personalized attention to ensure students are on track to succeed with appropriate interventions and additional supports.	Establish baseline (2016-17)	Maintain low dropout rate $\leq 1\%$	Maintain low dropout rate $\leq 1\%$	Maintain low dropout rate $\leq 1\%$	Maintain low dropout rate $\leq 1\%$	Maintain low dropout rate $\leq 1\%$
GRADUATION RATE [High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Graduation rates</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
MSCP will realize a graduation rate that exceeds comparison schools and LAUSD averages, with a goal of 100%.	Provide comprehensive supports and personalized attention to ensure students are on track to succeed with appropriate interventions and additional supports. Counselors monitor student progress towards graduation quarterly.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Student suspension rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Maintain a low student suspension rate ≤1%	The School will provide training and support for restorative justice practices.	Establish baseline (2016-17)	Suspension rate will be maintained at ≤1%	Suspension rate will be maintained at ≤1%	Suspension rate will be maintained at ≤1%	Suspension rate will be maintained at ≤1%	Suspension rate will be maintained at ≤1%
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student expulsion rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
School will continue to maintain a low expulsion rate.	The School will provide training and support for restorative justice practices.	Expulsion rate will be maintained at <.5%	Expulsion rate will be maintained at <.5%	Expulsion rate will be maintained at <.5%	Expulsion rate will be maintained at <.5%	Expulsion rate will be maintained at <.5%	Expulsion rate will be maintained at <.5%
[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE] STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Stakeholder Surveys</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
School will maintain 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.	Implement annual surveys to assess stakeholder satisfaction.	Establish baseline (2016-17)	Increase over previous year 2-3%	Increase over previous year 2-3%	Increase over previous year 2-3%	Increase over previous year 2-3%	Increase over previous year 2-3%
BROAD COURSE OF STUDY STATE PRIORITY #7							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Master schedule; student transcripts</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

All students, including all subgroups, will have access to a broad course (English, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.	All academic areas will be available to all students, inclusive of all subgroups, and all grades.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.
[OTHER STUDENT OUTCOMES] STATE PRIORITY #8							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ___					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
100% of graduating students will be accepted to a 2- or 4- year university.	Track students' college application process and ensure all components are complete (Naviance Platform) Meet regularly with all students to develop college application strategy and portfolio (College Counselors)	Establish baseline (2016-17)	Increase over previous year 2-3% (as needed)	Increase over previous year 2-3% (as needed)	Increase over previous year 2-3% (as needed)	Increase over previous year 2-3% (as needed)	Increase over previous year 2-3% (as needed)

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

MSCP aims to empower all students to reach their highest potential and become self-motivated, competent, lifelong learners. In order to achieve this, MSCP recognizes that secondary students in particular require autonomy, mastery, and a sense of purpose. (Pink, 2010.) MSCP's emphasis on an engaging, interdisciplinary, real-world curriculum and active learning allows students to believe that they can achieve and experience the intrinsic satisfaction that comes with true mastery. Students approach learning with authentic motivation when they are provided multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities and desire to serve others.

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

Teachers at MSCP deliver rigorous instruction and high expectations through a "backwards design" model. The idea in backward design is to teach toward the "end point" or learning goals, which typically ensures that content remains focused and organized (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). Tools like TurnItIn.com allow teachers at MSCP to provide feedback to students that can help them to improve their writing and research skills. Feedback enables students to become self-motivated learners, responsible for their own actions and their own learning. The shorter the loop, the more quickly students can rectify mistakes and demonstrate mastery.

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

INSTRUCTIONAL DESIGN

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

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

Students Learn Best When...	Research Supporting MSCP Strategies to Create These Conditions
<p>Instruction is personalized to meet the students' needs.</p>	<p>Small Class Sizes</p> <ul style="list-style-type: none"> • MSCP’s average class size is 25.1, which does not include P.E. and electives. • “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"> 1. <i>Graduate on time</i> — 72 percent of students, versus 66 percent from regular classes and 65 percent from classes with a paraprofessional 2. <i>Complete more advanced math and English courses</i> 3. <i>Complete high school</i> — 19 percent dropped out, versus 23 percent from regular classes and 26 percent from classes with a paraprofessional 4. <i>Graduate with honors</i>². <p>Reduced Student Load</p>

² <http://www.nea.org/classsize/index.html>

Students Learn Best When...	Research Supporting MSCP Strategies to Create These Conditions
	<ul style="list-style-type: none"> UCLA Professor William Ouchi has concluded from his research of New York and Boston Public Schools that reduced student load is “more important than any other [metric] in determining school success.”³ Student load has been reduced by approximately 50 students compared to some other public schools.
<p>Lessons are relevant to the students’ lives and have real-world application.</p>	<p>Partnerships with Industry Professionals:</p> <ul style="list-style-type: none"> Research shows that creating multiple pathways to graduation, through a variety of learning opportunities, provides students with a meaningful high school structure that links subject areas and encompasses both personal experiences and connections to the world of adult work.⁴
<p>Students have early college exposure and high expectations.</p>	<p>High Expectations</p> <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.”⁵
<p>Teachers continuously improve their craft by participating in a robust professional development program and peer collaboration.</p>	<p>Instructional Coaches (Ability to serve role determined based on interview performance and NCLB compliance)</p> <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). <p>Built-In Time in the Schedule for Collaboration and PD</p> <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”.⁶ <p>Professional Learning Community</p> <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.”⁷

³ <http://www.anderson.ucla.edu/x16254.xml>
⁴ <http://www.ncsl.org/programs/educ/EffectiveHSReform.htm>
⁵ <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm>
⁶ Linda Darling Hammond and Gary Sykes of Stanford University
⁷ Steiner, Lucy. *What the Research Says About Professional Development That Works*,

Students Learn Best When...	Research Supporting MSCP 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 have been 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.”⁸ • 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.”⁹
<p>Instruction is driven by data.</p>	<p>Sophisticated Data Management System</p> <ul style="list-style-type: none"> • Teachers are trained in using the NWEA (Northwest Evaluation Association) for benchmark assessments and data analysis. Teachers are able to access their students’ performance on content strands through the online system and disaggregate data according to subgroup. Benchmark data is analyzed three times per year as a whole school and instructional decisions are made based on that data. Additional sources of data include teacher gradebooks. MSCP teachers create learning targets for their courses, based on the content and skill required for their specific content standards and course. Those learning targets become the assignments entered into the gradebook. Students assess regularly on the learning targets and that data is used to determine next steps for students and teachers. <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.¹⁰ • Professional Development happens every Friday for approximately 2 hours. We also have 2-day Professional Developments that occur 3 times per year, immediately following our benchmark assessments. All professional development is driven by data. Data

⁸ <http://www.springerlink.com/content/q157250803276175/>

⁹ <http://www.nwrel.org/scpd/sirs/3/cu6.html>

¹⁰ http://www.edsource.org/pub_abs_el07.cfm

Students Learn Best When...	Research Supporting MSCP Strategies to Create These Conditions
	<p>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>

11. CURRICULUM

MATHEMATICS PLACEMENT

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

All of the curricular standards for MSCP are directly aligned with the California state content standards, including California Common Core State Standards (CA CCSS). Where necessary for college preparation, MSCP’s curricula exceed these standards. During our summer orientation, school leaders supply incoming teachers with sample scope and sequences and internal standards and then guide teachers to critically analyze assessments along with all state and nationally recognized standards to identify the skills and content areas needed for mastery at a specific grade level. Teachers blend the CA CCSS with the identified skills and content into smaller, measurable goals to create learning targets. These standards drive the creation of quarter and semester-end assessments.

The core curriculum also is aligned with A-G expectations for what students know and can do in each course.

ENGLISH LANGUAGE ARTS

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

English 9 (Core, College Prep)

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

English 10 (Core, College Prep)

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

English 10 Honors (Core, College Prep)

English 10 Honors builds upon students' foundation of critical reading and analytical writing skills in preparation for Advanced Placement in their junior and senior years. Students analyze the elements of literature and nonfiction including investigative journalism, essays, articles, historical documents, novels, drama, poetry and short stories. As they develop rhetorical writing skills and respond to claims, students learn to refine arguments and organize evidence to appropriately and thoroughly support a position. Students engage with various media types through which they analyze and synthesize information to discuss and use during collaborative projects and presentations. Students strengthen and build writing and speaking skills in journals, discussions and essays. They learn to communicate clearly and credibly in narrative, argumentative and explanatory styles. Students are evaluated through a diversity of assessments designed to prepare them for the content, form, and depth of the Common Core as well as college-level courses. Students are evaluated at the end of each semester through a complex performance task which allows students to demonstrate their ability to use critical thinking, problem-solving, and inquiry skills. This final written task will require a synthesis of skills from the entire course such as research, argumentative writing, works cited, and will touch on themes such as tone, structure, irony, and symbolism.

English 11 (Core, College Prep)

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

English 12 (Core, College Prep)

The English 12 course is designed to foster academic development to prepare students for the rigorous academic program of a four-year college or university, and college and career readiness. The course contains elements of reading, writing, language, speaking, and listening to develop high-order thinking skills. Throughout the course, students learn how to become analytical readers by tackling challenging and engaging texts from a variety of genres and literary periods. Students engage in critical reading, analysis, and academic discourse to become proficient reader, writers, speakers, and thinkers.

Advanced Placement English Language and Composition (Core, College Prep)

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

Advanced Placement English Literature and Composition (Core, College Prep)

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

MATHEMATICS

As outlined by the State Standards and the Common Core standards, the math program is designed to offer students the fundamentals they need while providing opportunities to explore real world and academic mathematics. Students acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems. Fluency in number sense and foundational algebra is expected for all students.

At MSCP, students are not placed in mathematics courses by grade level, rather they are placed in the course they are best prepared for and offered academic support classes and summer school when needed. Students who have not demonstrated mastery of Algebra 1 content prior to entering high school enrolled in Algebra 1. Students who demonstrate mastery in the Algebra 1 standards begin their coursework with Algebra 2. Mastery is determined by using the Math Diagnostic Testing Project (MDTP) exams provided by the University of California, Los Angeles and their recommended scoring guidelines. Mastery on the MDTP is based on a score of 70% or above. Problem solving and reasoning are stressed throughout the goals at each grade and in every course. The development of problem-solving skills is a major goal of the mathematics program. Mathematical modeling is an important technique used to build understanding of abstract ideas. Teachers expose students to physical representations that help develop understanding of abstract concepts. Students develop mathematical competence and power by engaging in solving meaningful problems.

Integrated Math 1 (Core, College Prep)

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

Integrated Math 2 (Core, College Prep)

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

Integrated Math 3 (Core, College Prep)

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

Pre-Calculus (Core, College Prep)

The purpose of this course is to provide students with the tools they will need for college mathematics courses, particularly Calculus. The course is structured around investigations and problem solving. Students will explore concepts and develop mathematical relationships through observation, application, and both formal and informal proof. Lessons are designed to facilitate teamwork and encourage students to pose conjectures, justify solutions, and defend their thinking. The first semester focuses on functions, including linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions. Embedded in each unit is a common theme of inverse relationships and mathematical modeling. The second semester, the course shifts to matrices and vectors, parametric equations, conic sections, the Binomial Theorem and the complex number system.

Advanced Placement Calculus AB (Core, College Prep)

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

HISTORY

Students are required to take 3 years of course work in the Social Studies department: World History (sophomore year), United States History (junior year), and one semester each of Government and

Economics (senior year). Each history course follows the content standards as well as incorporates the Anchor Standards for Social Science, as outlined in the Common Core Standards.

World History (Core, College Prep)

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

World History Honors (Core, College Prep)

World History is traditionally the first college preparatory social science course students take in high school. World History focuses on the understanding of ourselves and the world around us in relation to history. World History in the real world is constantly changing and interpretation of events is critical in being a citizen in a democracy. World History will be taught from multiple perspectives, integrating the importance of religion, government, culture, economics, creative expression, and technology. The honors level course is rigorous, fast-paced and entails more projects throughout the year.

United States History (Core, College Prep)

This US History course is based on the California State Standards for the History of the United States of America. The course begins with the colonization of North America and the nature of different colonies and colonizers; the causes and course of the American Revolution including the changes in government from Articles of Confederation to Constitution; the American Civil War and failed reconstruction resulting in the necessity of the civil rights movement is covered; the industrialization of the United States and its role in Westward Expansion and Manifest Destiny are analyzed along with the Imperial Age; the "Gilded Age" and the Progressive Era and their effects on government are examined; the effects of both World Wars are discussed as well as the Roaring 20's and Great Depression between; changes in culture and politics through the Cold War and the 1960's are traced; and finally we study the War on Terror along with the globalization of the United States economy and its increasing role on the world stage. All the while we analyze the changing role of government, the shifting of American political parties and major issues in American Society. Critical thinking and analysis is the lens through which we study these events and particular focus is put on the relevancy of these events on our nation today and students' future civic duties.

United States Government (Core, College Prep)

Students in grade twelve pursue a deeper understanding of the institutions of American government. This course is a study of the institutions, groups, beliefs and ideas that constitute U.S. politics. The course examines both the formal and informal structures of government and the processes of the American political system, studying general concepts in U.S. government in order to analyze specific examples. This course is a survey of the government with an emphasis on the National level, including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the U.S.

Advanced Placement United States History (Core, College Prep)

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think

conceptually about U.S. history from approximately 1491 to the present. Seven themes of equal importance – American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth.

Advanced Placement United States Government (Core, College Prep)

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Economics (Non-Core, College Prep)

The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. Students will interpret economic systems and how economies continue to evolve to support globalization.

SCIENCE

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

Physics in the Universe (Core, College Prep)

The sequence of this course is based on a specific storyline about renewable energy. Both physical science (PS) and Earth and Space Science (ESS) Disciplinary Core Ideas (DCIs) emphasize how discoveries in their discipline influence society, but the two differ in which aspects of society they focus upon. Physical science emphasizes society's use of technology while Earth and space science emphasizes humanity's impact on natural systems and the other way around (issues defined in California's Environmental Principles and Concepts, or EP&Cs). A major emphasis in the first several Instructional Segments of this course is one societally relevant topic where these two disciplinary focuses intersect: electricity production. The main engineering design challenges relate to designing, building, evaluating, and refining systems for electricity generation and considering the environmental impacts of each method on the different components of Earth's system. The theme is not all-encompassing, as many of the PE's pertain to core ideas that are disjointed from renewable energy.

Chemistry in the Earth (Core, College Prep)

The sequence of this course is based on a specific storyline about climate change. It begins with a tangible example of combustion and food calorimetry, and indeed the combustion of fossil fuels and release of heat, carbon dioxide, and water is a fundamental thread that ties together most of the

sections of the course and ensures that chemistry concepts are able to be placed in the context of Earth's systems. While many chemistry courses begin with the study of the atom, this course begins with macroscopic observations of a familiar phenomenon (combustion). The next Instructional Segment zooms into the microscopic, but begins with simple interactions between particles to explain thermal energy and how it is exchanged within systems. Students then apply their understanding of heat flow to see its role in driving plate tectonics within the Earth system. Only after students are firmly thinking about matter as particles do they zoom in and look at the nature of the particles themselves by studying atoms and how their behaviors are categorized into the periodic table. Students are now equipped to model simple chemical reactions. They return to the combustion chemical reaction and consider the impact its reaction product, carbon dioxide, has on the global climate system. Students consider more advanced chemical reactions and then apply their understanding of chemical equilibrium to a very real problem of ocean acidification, which is also due to changes in carbon-dioxide concentrations in the atmosphere. In the end, students will have explored the fundamentals of chemistry and essential roles that these processes play in Earth's solid geosphere, its liquid hydrosphere, and its gaseous atmosphere.

The Living Earth (Core, College Prep)

This course presents the life science and selected Earth science CA NGSS PEs organized into six embedded units. The sequence starts with ecosystems as a whole (looking at both living and nonliving components), progressing into connections within ecosystems describing the cycling of matter in two important life processes photosynthesis and respiration while also emphasizing the nonliving parts of these cycles. Then the course moves into evolution (where evidence is based in both living and nonliving systems) and then links evolution to the study of heredity. From there the course zooms in more (progressing to smaller scales) on what defines characteristics of life from the cell to multicellular organisms. The course ends by coming back full circle to ecosystems and the impacts that humans have on them especially in relationship to climate change. A culminating project for this course should present a synthesis of how life on Earth is dependent on both biotic and abiotic factors.

Biology (Core, College Prep)

During the course of this year, students will be introduced to Biology, the study of life. Topics covered will include: Cell Biology, Genetics, Evolution, Ecology, and Physiology. As we cover these topics, we will also focus on developing science skills and learning how to make relevant connections between science and everyday life. In addition, this course will emphasize literacy (reading and writing) and other college-ready skills that are essential in our technology-driven 21st century society.

Physics (Core, College Prep)

This course is an algebra-based physics course. It teaches physics to students who have shown achievement in mathematics to prepare them for further studies in engineering or physical science. The ultimate goal of this course is to help students develop the critical thinking skills needed to solve real world problems, and to encourage an appreciation for physics and the sciences.

Physics Honors (Core, College Prep)

This course is an algebra-based physics course. It teaches physics to students who have shown achievement in mathematics to prepare them for further studies in engineering or physical science. The ultimate goal of this course is to help students develop the critical thinking skills needed to solve real world problems, to encourage an appreciation for physics and the sciences, and to prepare students for college-level science courses. This is an advanced science course, which will require the use of algebraic math skills. Topics covered will include kinematics, dynamics, electricity, optics, and nuclear physics. Students will think critically, in a scientific manner, about the physical environment.

Chemistry (Core, College Prep)

Chemistry (CP) is a laboratory-based course designed to provide students with an understanding of the following topics using critical thinking and application: atomic and molecular structure, chemical bonding, stoichiometry, gases and their properties, acids and bases, solutions, chemical equilibrium, chemical thermodynamics, nuclear processes, reaction rates, and organic and biochemistry.

Chemistry Honors (Core, College Prep)

Honors Chemistry is a laboratory science course in which students will gain a complete understanding of chemistry at a faster pace and in more depth than a non-honors course. Students will walk away from this course understanding how scientific information is obtained and how models and theories are developed. Through laboratory work, students will utilize critical thinking and problem-solving skills as individuals and as a class. Students enrolled in the course are expected to develop refined and advanced critical thinking skills and apply those skills in labs, written assessments, and performance assessments. This course will also prepare students to be more successful in AP science courses.

Principles of Biomedical Science (Core, College Prep)

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Human Body Systems (Core, College Prep)

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal mannequin; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Advanced Placement Environmental Science (Core, College Prep)

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Advanced Placement Biology (Core, College Prep)

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

Advanced Placement Chemistry (Core, College Prep)

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

Advanced Placement Physics 1 (Core, College Prep)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

LANGUAGES OTHER THAN ENGLISH (LOTE)

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

Spanish 1 Non-Native (Non-Core, College Prep)

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

Spanish 2 Non-Native (Non-Core, College Prep)

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

Spanish 2 Native (Non-Core, College Prep)

Aside from expounding and connecting content and culture from Spanish 1 Native, this course reinforces all modes of communication solely in Spanish. Through direct instruction in grammar, as well as supplementary literary selections, students will increase their vocabulary and develop their reading

skills. Students will participate in cultural activities with themes based on family, geography, history, folklore, and literature of Spanish-speaking countries and cultures.

Spanish 3 Non-Native (Non-Core, College Prep)

Spanish Non-Native 3 is designed as a course in which students develop fundamental communication skills for understanding, speaking, reading, and writing in Spanish. Students will acquire knowledge and appreciation for the culture and history of Latin America and Spain through exposure to stories, pictures, music, guest speakers, and interaction with native speakers. Language applications will include thematic vocabulary and use of basic grammatical forms such as present and preterit tenses as well as object pronouns. Mastery of standards will be based on student performance levels rather than grade level proficiency. The goal of this course is to instill in students a desire to continue learning Spanish and utilize their knowledge a basis for further study, travel, or future work.

Spanish 3 Native (Non-Core, College Prep)

This course is designed for Spanish speaking students. Spanish 3 will further the knowledge of students' language skills through review of the fundamentals of Spanish structure. The students will develop and increase vocabulary, and improve mastery of language skills such as: speaking, listening, reading, and writing. The course will expand students' understanding and knowledge of Spanish civilizations, culture, and customs. The course provides a review of grammar, expository writing, and the Hispanic culture. Oral reading comprehension and self expression in speaking and writing will be emphasized.

Advanced Placement Spanish Language and Culture (Non-Core, College Prep)

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Advanced Placement Spanish Literature and Culture (Non-Core, College Prep)

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

VISUAL AND PERFORMING ARTS

The course is designed to introduce students to the entire spectrum of artistic endeavors, to encourage them to enhance their creative ability, and to familiarize them, more specifically, with various techniques, styles and mediums.

Art (Non-Core, College Prep)

The course is designed to introduce students to the entire spectrum of artistic endeavors, to encourage them to enhance their creative ability, and to familiarize them, more specifically, with various techniques, styles and mediums.

ELECTIVES

Environmental Science (Non-Core, College Prep)

Environmental Science is a curriculum that is designed to introduce students to major ecological concepts and the environmental problems that affect the world in which we live. Environmental Science helps show us how Earth's systems function and how we influence these systems, giving us a big-picture understanding of the world and our place within it. Studying environmental science helps us comprehend the problems we create, and it illuminates ways to fix these problems. Students will be challenged to question everything, devise methods of testing a hypothesis, forming claims, collect and interpret data, and work collaboratively to find solutions. It promotes awareness and understanding of practical everyday problems that affect their lives. It also relates important environmental issues to the lives of the students and their families.

Introduction to Engineering Design (Non-Core, College Prep)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and an engineering notebook to document their work.

Principles of Engineering (Non-Core, College Prep)

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Engineering Design and Development (Non-Core, College Prep)

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

Biomedical Innovation (Non-Core, College Prep)

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

Computer Science Principles (Non-Core, College Prep)

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. CSP helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. The course curriculum is a College Board-approved implementation of AP CS Principles.

High School Electives

Physical Education/Health (Non-Core, Non-College Prep)

The physical education curriculum at MSCP High School has been designed to help students recognize the importance of regular physical activity and its importance in their daily lives. Students will engage in activities that will improve their overall knowledge of fitness, dance and sports. Students will also engage in activities that will improve their physical abilities in fitness, dance and sport.

College Exam Prep (Math and English) (Non-Core, Non-College Prep)

This class is designed to prepare students for the SAT and ACT. This course will teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar usage, and writing. In addition to reviewing topics from pre-algebra, algebra, and geometry, students will become familiar with the format of the math portion of the test and learn strategies. This course will also include a discussion of the effective use of a graphing calculator. Much time will be devoted to practice problems similar to those on the SAT and ACT.

Learning Lab I-V (Non-Core, Non-College Prep)

Learning Lab was created to provide students with Individual Education Programs (IEP's) extra support in their content area classes (English, mathematics, science, etc.). The class will focus on skill building (math, reading, writing), accommodating content assessments, and preparing students for college (organization, note taking). Academic progress in the class will be used for the development of IEP goals as well as future course enrollment.

Procedural Integrated Math (Non-Core, Non-College Prep)

This class provides more time to explore and practice skills learned in the conceptual Integrated Math 1 course.

English Support (Non-Core, Non-College Prep)

This class provides more time to explore and practice skills learned in the English 9 course.

English Language Development 1 (Non-Core, Non-College Prep)

This course focuses on speaking and listening skills for beginning level English Language Learners. This course helps students develop basic interpersonal communication skills. Through quality interactive instruction and activities, the course introduces both communicative and academic vocabulary, covers language patterns, grammatical structure, and oral skills to help the student survive academically in American schools and functionally in society.

English Language Development 2 (Non-Core, Non-College Prep)

This course is designed for students who already have a foundational knowledge of English in academic and communicative vocabulary, sentence structure, reading of non-fictional and fictional texts, and writing. Through quality interactive instruction and activities, students will continue to build cognitive academic language proficiency in all four skill areas. Texts will be of greater length and complexity. Students will be introduced to additional expository and narrative writing genres, including persuasive, research and biographical essays.

e. Curricular and Instructional Materials

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

Textbooks and Other Curricular Resources

English Language Arts

Prentice Hall Literature Common Core Edition Grade 9 – Prentice Hall
Prentice Hall Literature Common Core Edition Grade 10 – Prentice Hall
Prentice Hall Literature Common Core Edition Grade 11 – Prentice Hall
Prentice Hall Literature Common Core Edition Grade 12 – Prentice Hall
Conversations in American Literature – Macmillan Learning
The Language of Composition – Macmillan Learning
Literature: Approaches to Fiction, Poetry, and Drama – McGraw Hill
Novels, non-fiction primary sources

Mathematics

Mathematics I Common Core Volume I – Pearson
Mathematics I Common Core Volume II - Pearson
Mathematics II Common Core Volume I - Pearson
Mathematics II Common Core Volume II – Pearson
Mathematics III Common Core Volume I - Pearson
Mathematics III Common Core Volume II – Pearson
James Stewart’s CALCULUS – Cengage Learning

Science

Prentice Hall Biology – Prentice Hall
Environmental Science: Your World, Your Turn - Pearson
Environmental Science for AP – Macmillan Learning
Chemistry: Matter and Change – Glencoe
Active Physics – It’s About Time
Physics: Principles with Applications – Pearson

History/Social Science

World History: Patterns of Interaction – Houghton Mifflin Harcourt
Government by the People – Pearson
The American Pageant: A History of the American People – Cengage Learning
Promise and Performance of American Democracy – Cengage Learning
US Government: Democracy in Action – Glencoe
Economics: Principals and Practices - Glencoe

Foreign Language

- Letras de Hispanoamerica – Vista Higher Learning
- Temas: AP Spanish Language and Culture – Vista Higher Learning
- Descubre Level 1 – Vista Higher Learning
- Descubre Level 2 – Vista Higher Learning
- Descubre Level 3 – Vista Higher Learning
- Espanol escrito: Curso para hispanoblangtes bilingues – Pearson
- Punto y Aparte: Spanish in Review – McGraw Hill

Educational Software and Online Resources

- Actively Learn
- Engrade
- Autodesk Inventor
- Google Classroom

12. COMPREHENSIVE COURSE LIST

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

MSCP will offer the following courses in 2016-17:

Core Subjects by Grade Level

* Indicates a semester course

** Indicates course that meets the College Prep Elective Requirement

Subject Area	9 th Grade	10 th Grade	11 th Grade	12 th Grade
ELA	English 9	English 10 or English 10 Honors	English 11, English 11 Honors, or AP English Language	English 12 or AP English Language or English Literature
Math	Algebra 1 or Algebra II	Algebra II or Geometry	Geometry or Pre-Calculus	Pre-Calculus or AP Calculus
Social Studies		World History	US History or AP US History	US Government* and Economics* or AP Government* and Economics*
Science	Biology or Biology Honors	Anatomy and Physiology**	Chemistry	Environmental Science or AP Biology
Language other than English	Spanish 1	Spanish 2	Spanish 3 or AP Spanish Language	Spanish 4, AP Spanish Language, or AP Spanish Literature

Electives	P.E. and Math Support		College Prep Math* and English College Prep English*	
Visual and Performing Arts				Art
STEM Academy Courses	Intro to Engineering and Design or Principles of Biomedical Science or Computer Science Principles	Principles of Engineering or Computer Science Principles	Engineering Design and Development	Engineering Design and Development

13. INSTRUCTIONAL METHODS AND STRATEGIES

Instructional Approach and Methodologies

The chart in Section 10 above describes overall instructional strategies and approaches that have been implemented at the school. Additionally, teachers employ a variety of specific instructional practices in the classroom, including the following:

- **Teacher-as-Facilitator**
In a learning environment that seeks to support students in becoming self-directed, life-long learners, the primary role of the teacher is to guide learning rather than direct it¹¹. At MSCP, the teacher acts as a coach, providing frameworks for learning and helps students build on their strengths and interests.
- **Cooperative Learning**
Cooperative learning supports the MSCP vision in a number of ways. In guiding effective small-group learning, MSCP teaches students the communication and team-building skills that are essential to life in the 21st century (please see section “What It Means to be and 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 role¹². 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.

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

¹² Ibid.

- **Lecture/Modeling**

Direct instruction, specifically lecture and modeling with question and answer opportunities for checking off understanding, is a methodology that is used when teachers need to explain or demonstrate specific content and skills. This methodology serves an important role when combined with other instructional strategies, as it helps introduce or reinforce concepts quickly, and efficiently. It is also helpful for students who are primarily auditory learners.

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

Teachers use an inquiry-based lesson cycle across the curriculum, which allows students to explore content as teachers act as the facilitator of learning. The inquiry-based lesson cycle takes place in every discipline as described by various disciplines in the section, *Curriculum and Instruction (#13)*. The inquiry-based lesson cycle involves 5 components that are typically delivered over multiple days. These components are as follows:

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

Lesson Cycle Overview Tip Sheet

Component	What is it?	Essential Criteria
Learning Target	Used to establish clear criteria for what the students need to demonstrate to show that they have successfully attained mastery of an academic standard(s).	<ul style="list-style-type: none"> • Based on one or more academic standards (CCSS, NGSS, AP, SAT) • 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
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	<ul style="list-style-type: none"> • Related to LT • Student centered

	<p>knowledge to answer essential question/solve problem.</p>	<ul style="list-style-type: none"> • 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
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The inquiry-based lesson cycle is fluid and driven by data. Therefore, the process can take place over 1 or more days and teachers can revisit different components of the lesson cycle as needed. The most critical piece of the inquiry-based lesson cycle relies on student ability to persevere through challenges. Students are taught perseverance strategies in all classes. Some of these strategies include

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

Pacing and differentiation are instructional methods implemented across the curriculum. All students are actively encouraged to challenge themselves and take courses that both benefit and interest them. Each teacher is cognizant of students’ abilities and interests and makes every effort to maximize their engagement and success. For example, those students who show interest in and are advanced in mathematics are able to take courses in Engineering. Students who show an interest in and are advanced in science are able to take courses in Bio-Medicine. Additionally, students may begin to take AP level courses their sophomore year, in order to begin earning college credit.

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

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

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

All contents use learning targets to guide their planning. Learning targets include content and skills that are needed to master the CCSS standards, as well as the NGSS standards. The learning targets are written in the language of the CCSS targets for literacy and math and are at varying DOK levels. Teachers are trained in the creating of learning targets and feedback is given by the administration and leadership to ensure alignment to CCSS and NGSS specifications. In order to better prepare our students for the specifications, MSCP has adopted the 70/30 shift of literary versus informational text in all grades. Additionally, MSCP uses Lexile Levels to assess text complexity of novels and texts used in classes. Finally, teachers are trained in implementing learning targets and curriculum that is aligned to state and national standards through our inquiry based lesson cycle. Training supports teachers in effectively implementing lessons where students are required to do the heavy cognitive lifting by exploring the learning target, in the form of an essential question or problem, before the teacher provides guided instruction. This allows students to use critical thinking skills, prior knowledge, and resources to problem solve tasks similar to what they will be exposed to on state assessments. In order to support all learners, specifically our students that are English language learners, MSCP uses both an integrated and designated approach to the ELD standards. The integrated approach supports students that are both newcomer and long term English Language Learners in their content classes, through use of scaffolds and supports. The designated ELD class is designed for students that are designated as Early to Early Intermediate on the CELDT exam. In this class, students are taught in a small setting where they learn both basic English skills as well as the academic language needed to thrive in high school. Through both the integrated and designated approaches, MSCP teachers use the new ELD standards to design lessons and supports for our English Language Learners.

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

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

companies. Aside from our computer science and engineering electives, students are immersed in technology in their core and elective classes on a daily basis.

Teachers are trained in implementing technology into their classes as a means to support the instructional objectives of the class. Online platforms include Google Classroom for creating assignments and assessments, checking for understanding, surveying students, and student submission of required assignments. Teachers and the leadership team also use assessment systems, such as Northwest Evaluation Association (NWEA) for benchmark testing and 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 in grade 11. 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.

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. MSCP currently has a 2:1 ratio of electronic device, including laptops and tablets. Laptop carts are permanently assigned to all English and math classes and roaming laptop carts are available for teachers to check out and use in their classes. MSCP has invested in the increase of technology in every classroom, to ensure preparedness for state testing which is conducted entirely online.

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

All MSCP courses have been designed in alignment with the California State Standards. MSCP courses have also been designed to meet the UC A-G requirements, as shown here:

MSCP	MSCP COURSE REQUIREMENTS	UC COURSE REQUIREMENTS
English	4 Years	4 Years
Language other than English	2 (3 Recommended)	2 (3 Recommended)
Mathematics	3 (4 Recommended)	3 (4 Recommended)
Science	2 (3 Recommended)	2 (3 Recommended)
History	3 Years	2 Years
Visual & Performing Arts	1 Year	1 Year
High School Electives	4	NA
College Preparatory Electives	1	1

Total	200	150
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a. Credit Recovery Opportunities

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

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

Students have the opportunity to take summer session credit recovery on campus through in-person classes. For students who need credits for a single course for a single semester, students may enroll and complete credit recovery online through Apex Learning, self-paced online “a-g” approved courses reviewed by credentialed teachers. Academic support/intervention classes in English and/or Math are built into the class schedules of students to provide time for students to explore additional concepts and skills in core subjects. Teachers provide tutoring on a regular basis to provide additional time to re-teach concepts, to work on extra practice, to ask questions and prepare the student for reassessment. Students work with the counseling department to choose the best option for the student and family. Students not completing graduation requirements by the end of the summer following their 4th year are welcome to continue at MSCP until requirements are met in accordance with applicable state laws.

b. Ensuring Transfer Students Can Meet Graduation And College Entrance Requirements

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

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

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.

In 2015, MSCP received an initial accreditation through June 30, 2018.

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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.

19. ACADEMIC CALENDAR

MSCP follows the LAUSD school calendar in an effort to accommodate parents who have younger children in LAUSD elementary schools and middle schools.

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20. SAMPLE DAILY SCHEDULES

Regular Day

Period 1/2	7:45 AM - 9:45 AM	120 minutes
Nutrition	9:45 AM - 10:05 AM	
Period 3/4	10:05 AM - 12:10 PM	125 minutes
Lunch	12:10 PM - 12:40 PM	
Period 5/6	12:40 PM - 2:45 PM	125 minutes
		370

Early Dismissal and Minimum Day

Period 1	7:45 AM - 8:38 AM	53 minutes
Period 2	8:38 AM - 9:31 AM	53 minutes
Period 3	9:31 AM - 10:24 AM	53 minutes
Period 4	10:24 AM - 11:14 AM	50 minutes
Lunch	11:14 AM - 11:44 AM	
Period 5	11:44 AM - 12:37 PM	53 minutes
Period 6	12:37 PM - 1:30 PM	53 minutes
		315

All Period Day Schedule

<i>Period 1</i>	7:45 AM - 8:50 AM	65 minutes
<i>Period 2</i>	8:50 AM - 9:50 AM	60 minutes
<i>Nutrition</i>	9:50 AM - 10:00 AM	
<i>Period 3</i>	10:00 AM - 11:05 AM	65 minutes
<i>Period 4</i>	11:05 AM - 12:10 PM	65 minutes
<i>Lunch</i>	12:10 PM - 12:35 PM	
<i>Period 5</i>	12:35 PM - 1:40 PM	65 minutes
<i>Period 6</i>	1:40 PM - 2:45 PM	65 minutes
		385

21. INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
9	Yes	139	370	35	315	5	315	3	385	182	64800	65185	385
10	Yes	139	370	35	315	5	315	3	385	182	64800	65185	385
11	Yes	139	370	35	315	5	315	3	385	182	64800	65185	385
12	Yes	139	370	35	315	5	315	3	385	182	64800	65185	385

22. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379 -- NA.

PROFESSIONAL DEVELOPMENT

23. TEACHER RECRUITMENT

MSCP recruits 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.

MSCP employs the following selection process for staffing:

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

24. PROFESSIONAL DEVELOPMENT

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

Common Core PD

At MSCP professional development focuses on the move to Common Core standards. Through our professional learning communities model teachers discover new and innovative ways to address the common core standards in their classes. Teachers meet as a grade level, department, 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 Common Core standards. Because MSCP uses a professional learning community model for professional development, collaboration and data analysis are the core of our meetings.

Project Lead the Way (STEM) PD

MSCP uses Project Lead the Way as a means to engage students in our STEM focus. PLTW provides a two-week professional development training session for every PLTW teacher. The focus is on developing an innovative curriculum that enables students to think critically while engaging in STEM focused projects. MSCP embeds the strategies learned during the two-week PLTW institute into our school-wide professional development and professional learning community meetings.

Summer Training:

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

- Building the school culture;
- 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:

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

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

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

Common Planning Time:

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

- Grade Level- Teachers have the opportunity to meet in their grade-level teams weekly to discuss individual students’ progress, interdisciplinary projects, and/or other relevant topics.
- Content Area- Teachers have the opportunity to meet daily with other teachers in their content area, as staff prep periods are scheduled accordingly. This enables teachers to share best practices and to seek one another’s advice for common challenges.

Peer Visitation:

MSCP 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, MSCP promotes a safe, “open door” policy. Peer observations of all teachers by both content-area and grade-level peers occur regularly in an effort to foster a collaborative, supportive staff culture that ultimately leads to increased student achievement.

MSCP holds professional development sessions on best practices for conducting peer visitations and for providing feedback and support. These professional development sessions are led by the Principal, who is the instructional leader of the school. Peer visitations are intended to be positive experiences for both the visitor as well as the teacher being observed. Visitors have the chance to learn new instructional approaches and to be exposed to different styles of teaching. Meanwhile, the teacher being observed has an opportunity to demonstrate best practices (or in some cases, less intentionally, possible pitfalls) and to receive helpful peer feedback on 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. MSCP develops a teacher evaluation template that all teachers receive on the first day of their employment. This template helps ensure that there are clear, high expectations for all teachers as to what the administration is looking for during formal evaluations and throughout the year. It should be noted that while administration may only conduct 2 formal evaluations during the year per teacher, he or she can be expected to visit classrooms informally daily.

MEETING THE NEEDS OF ALL STUDENTS

25. ENGLISH LEARNERS

ENGLISH LEARNERS

Charter School shall identify potential English Learners (ELs) in a timely manner in accordance with all applicable legal requirements. Charter school must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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.

a. Process for Identifying ELs

Services to English Learners begin with identification. When students enroll at MSCP, every effort is made to obtain their cumulative record in order to identify their English Learner status. In the absence of a cumulative record MSCP uses the home language survey to determine whether English is a students' home language. All students for whom MSCP has not obtained a cumulative record or whose English Learner status is unknown and whose home language is other than English (as indicated on their home language survey) are given the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) to determine their English language proficiency level. When appropriate, these students are also assessed in their primary language to determine academic skill levels. MSCP uses annual CELDT/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. Initial Assessments of the CELDT/ELPAC are administered within 30 days of the student's first enrollment at MSCP. Annual Assessments for student already identified as EL are administered within the Annual Assessment window.

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

b. Educational Program for English Language Acquisition

MSCP uses an inclusion model to serve English Learners and ensures all of its teachers are trained in the most effective English Learner instructional strategies, including the research-based Specially Designed Academic Instruction in English (SADIE) and Sheltered English strategies. MSCP also employs teachers with CLAD certification, and gives preference to those with BCLAD certification. MSCP 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 or department meetings. The results of these discussions and teacher input are implemented in the classroom or used as improvement plans for students, specifically English Learners. Additionally, for our newcomer students or students who are Level 1 – 2 on the CELDT Assessment take an ELD Level 1 or Level 2 course as an elective.

The small school size and small class sizes at MSCP provides 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 MSCP team is in the process of researching the most effective interactive English Language Development software providers for English Learners at the high school level. Some of the previously used software or programs include News ELA and Rosetta Stone. Teachers work with the school administrators in creating appropriate and individualized support curriculum once the students are assessed for a baseline.

MSCP 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.”¹⁴

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

MSCP bases its English Learner support program on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which is aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, MSCP continues to administer the CELDT as the state’s measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

As guided by the CA ELD Standards, MSCP teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT. 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.

d. 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. MSCP uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

MSCP provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing 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. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and scaffolding. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. All students identified as ELs participate in dedicated English as a Second Language instruction as one of their elective courses.

¹⁴ Excerpted from *Technology and Teaching English Language Learners*, by Mary Ellen Butler-Pascoe and Karin M. Wiburg.

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

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

The Board and school leaders annually evaluate the effectiveness of the program through analysis of student achievement on the CELDT/ELPAC, Common Core, MSCP benchmark tests and teacher feedback. In response to the results achieved on these assessments and feedback, MSCP identifies program areas of needed improvement. These areas are addressed through professional development both whole school and by department or 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.

f. Process And Specific Criteria For Reclassification

EL student classification uses the California English Language Development Standards levels:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Both teachers and administration monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the school receives the CELDT/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:

- CELDT scores: overall proficiency of advanced or early advanced, with no strand scores lower than intermediate
- NWEA Benchmark scores for English (reading & language): Average or above or 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 MSCP 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.

g. 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, retests any students who appear not to maintain proficiency, and reclassify these students as ELs once again if indicated by the school's criteria.

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

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 each LTEL student moving forward. MSCP prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. Students are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them. LTEL students are given another layer of intervention. In addition to the supports already embedded within the school's day: extra support classes, in English, Math, and Test Prep, the EL and Intervention Coordinator work with teachers to provide supports for LTELs in their classes.

The EL Coordinator meets annually with students meeting the criteria of LTEL and their parents. They work in collaboration to analyze current CELDT/ELPAC and benchmark or state assessment scores, grades, and academic performance in order to set goals for growth and achievement. They discuss and agree upon supports needed in class and outside of class and student commitments to achieve the goals. Progress monitoring is done on an ongoing basis and the goals and commitments are shared with teachers. Professional development and coaching is provided to teachers needing more assistance in supporting the students in meeting their goals.

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

MSCP meets the needs of those students achieving substantially above grade level in a number of ways. These students are identified through their prior year's school records in terms of whether they were classified as GATE. Given prior year's records are not always readily available on the first day of school, MSCP also uses its 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.

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

Individualized Learning and Acceleration Opportunities

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

STEM Pathway Certification Completion

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

Mentoring and Leadership Roles

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

27. 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, MSCP implements a strategy based on an Individualized Learning Plan (ILP). All students have such a plan. The following takes place for those specifically identified as low achieving:

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 assistant teacher.
4. The student is enrolled in a remediation program to accelerate learning. Paraprofessionals and/or trained tutors (recruited from the business community, the college/university community, and volunteer organizations) provide remedial tutoring through individualized and/or small group assistance.

MSCP staff monitors 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 learning plans (ILPs), which are online and updated regularly. The ILPs are reviewed regularly by students in advisory period, 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 individual learning plans, which serve as key tools to engage parents in focused conversations around their children's progress and goals. Every student's advisor serves as the primary liaison for communication with that student's parent for these discussions, bringing in specific content-area teachers as appropriate.

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 and advisors who share the same students. This meeting time serves as a basis to update the Individual Learning Plans for all students 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 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. This time may be used by MSCP special education students to access teachers in subject matters they may need additional help in, as well as for computer-based intervention programs.

28. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

MSCP identifies students classified as socio-economically disadvantaged or low-income through the information provided by parents on the federal lunch application. 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.

Currently, 88% of MSCP students qualify for free or reduced lunch. Instructional strategies for meeting the needs of low socio-economic status students are often the same as those for all students, in terms of infusing the instructional program with as much expert teaching, personalization and individualized instruction as possible. To close the achievement gap many of our low socio-economically disadvantaged students face, MSCP also offers small classes with instructional aides to support the teacher in providing intervention to struggling students, reading and math support classes, and after-school tutoring. Additionally, MSCP offers free SAT/ACT prep classes for students to help increase their college-readiness. MSCP also hosts annual college fairs to expose students to a variety of universities and we provide workshops for parents and students on completing financial aid forms for college, fee waivers for college applications and college testing, and scholarship applications. Finally, MSCP offers courses in engineering, bio-medical science, and computer science taught in state-of-the-art labs to expose low-income students to STEM careers and fields. The progress of students identified as socio-economically disadvantaged is monitored through benchmark testing, state testing, and grades in their classes.

In order to meet the unique needs of the school's low-income students, MSCP provides families with information on where to receive free or reduced medical, vision, dental, and mental health care. Upon enrollment, MSCP parents are provided with applications for reduced bus passes and enrollment forms for students to participate in our after-school program. We 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. Some of these clubs and activities include, basketball, volleyball, soccer, drumline, music club, gardening, and engineering club. There are no fees associated with our after-school program and students that participate receive free supper.

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

STUDENTS WITH DISABILITIES

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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

District ID, CSIS 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, CSIS 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, CSIS 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, CSIS 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.

29. STUDENTS IN OTHER SUBGROUPS

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

MSCP screens for foster youth through a process that includes examining the following: possible visits from social services; non-parent enrolling student in school; home arrangements (group home). Foster youth struggling in classes may receive poor grades, have difficulty understanding the content, and often do not complete assignments. These students can be referred to the 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.

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

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

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

A TYPICAL DAY

30. DESCRIPTION OF A TYPICAL DAY

When a visitor enters MSCP, they see a clean, well-kept space with examples of student work and college information posted throughout the hallways. Every classroom has a college's name posted above the door to represent where that classroom's teacher attended college.

Once in the classrooms, including core classes such as English, math science, and history, the visitor notices that the students are active in their learning and assessments because the grading is designed to give the students responsibility in tracking their strengths and areas of need. Students engage in discussion with the teacher and their peers around the lesson objectives. Because students are always aware of their individual performance on specific standards and learning targets, they seek opportunities to show mastery in their subject and work collaboratively with their peers and teacher to attain that mastery. Overall, there is a high caliber of teaching and a high level of student engagement and adherence to the core standards including the subjects of English, math, science and history.

The visitor also sees a variety of teaching and learning occurring in all classrooms, including English, math, science, and history, during the 120 minute block period. 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. The visitor also sees the teacher using constant formative assessment, data collection, and checking for understanding to drive the instruction. School administrators and/or mentor teachers are also observed as they make visits into the classroom to help coach teachers and collaborate with them on designing assessments and lesson plans.

It becomes evident to any visitor that MSCP is a highly personalized and supportive learning environment, where teachers, administrators, and students know each other well and demonstrate respect for one another. A visitor is struck by the small class sizes, with an even smaller number of students per advisory period group.

When the visitor enters the weekly professional development sessions, he or she notices caring discussions about best practices and challenges. There is a sense of true collaboration among faculty. The visitor also notices that teachers are analyzing data and are utilizing the school's sophisticated, user-friendly data management system as a tool to inform their lesson planning and guide their discussions with colleagues. The school's administration and/or mentor teachers are facilitating the staff in activities that help them grow as instructors and educators.

After the bell rings at the end of the day, the visitor discovers that the students' school experience for the day is not necessarily over. The visitor is told by the students that one of their favorite parts of the MSCP model is that they have ample after-school support through tutoring and extended day programs, such as service clubs and athletics.

Overall, a visitor experiences a different kind of learning environment at MSCP: one where curiosity is sparked, where all students are respected and known well by the adults, and where teachers are true professionals.

Visitors leave MSCP knowing that the students will graduate prepared to succeed in 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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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

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

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

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

MSCP also uses the following tools to measure student progress.

- Placement Exams: All freshman and new students are given placement exams, including the CELDT/ELPAC (for English Language Learners), a diagnostic test for Math and English (NWEA MAPs), and Spanish. These results better enable the teachers to set individualized intervention programs for the students at the beginning of the year and ensure proper placement in courses. **Annually**
- State-Required Tests: All state required tests including CAASPPs, PFT and CELDT/ELPAC (for English Language Learners). **Annually**
- Other Standardized Tests: PSAT beginning in 10th grade, SAT/ACT for 11th-12th graders and AP tests for those students enrolled in AP courses. **Annually**
- Traditional Classroom Assessments: Quizzes, essays, projects and presentations. **Some Weekly, Some Monthly**
- Formal Interim Assessments: Common standards-based formative assessments including WEA MAPs, aligned to standards, for each major academic content area. Every core academic class administers mid-term exams. **Trimesters**
- Final Exams/ Summative Assessments: Common standards-based summative assessments, aligned to curriculum, for each major academic content area. Every core academic class administers final exams at the end of the course. **Bi-Annually**

DATA ANALYSIS AND REPORTING

Math and Science College Prep downloads results of various assessments into its Power School student data management system. Downloading comes in the form of automatic population from digitalized tests, or user-entered data from classroom assessments. The school’s sophisticated data management system allows users to disaggregate the data in many useful ways, giving teachers and administration

the ability to identify areas of strengths and weaknesses in individuals or a student body as a whole. This data is compiled and key findings are brought before the staff and board during professional development time and board meetings, respectively.

MSCP staff uses data to both drive classroom instruction and program individualized supplemental work for students. This use of data is both a core value and common practice at MSCP.

MSCP staff gathers and analyzes data from various assessments, looking for trends in student learning and lessons that may need to be reviewed further. Staff members meet in both common subject matter and grade levels to discuss variances among students and/or specific lesson plans.

MSCP staff takes information learned from the data, and adjust their lessons accordingly, understanding which standards need to be reviewed or presented in a different way, and which standards the students have been mastered. The results of the data also enable teachers to provide students with individualized practice opportunities, either in class or during tutoring hours. 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 MSCP's commitment to standards-based grading, student assessment through the grading process is highly correlated to proficiency levels on the California Content Standards. Student progress reports and report cards create a succinct written record of student performance by compiling data from multiple assessments. Progress reports/report cards are one of several ways to keep parents, faculty, administration and Board members informed about student performance, and 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 – our policies on grading and assessing student progress are included below.

PROMOTION

- **9th grade promotion**
To be promoted from 9th to 10th grade, students must pass at least two of their core subject courses during both semesters .
- **10th grade promotion**
To be promoted from 9th to 10th grade, students must pass at least three of their core subject courses during both semesters.
- **11th grade promotion**
To be promoted from 9th to 10th grade, students must pass at least three of their core subject courses during both semesters.
- **12th grade promotion**
To be promoted from 9th to 10th grade, students must pass at least three of their core subject courses during both semesters.

The school also provides a variety of opportunities for parents and teachers to meet and discuss student progress. This occurs on a formal basis through scheduled parent conference days, as well as on an “as needed” basis throughout the school year.

MSCP Continuous Learning Tip Sheet

What is it?

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

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)

MSCP 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%)

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

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 the nonprofit corporation that holds the charter and related parties under its control and that directly control the expenditure of public funds of the charter school, shall promptly respond to all 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 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 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.

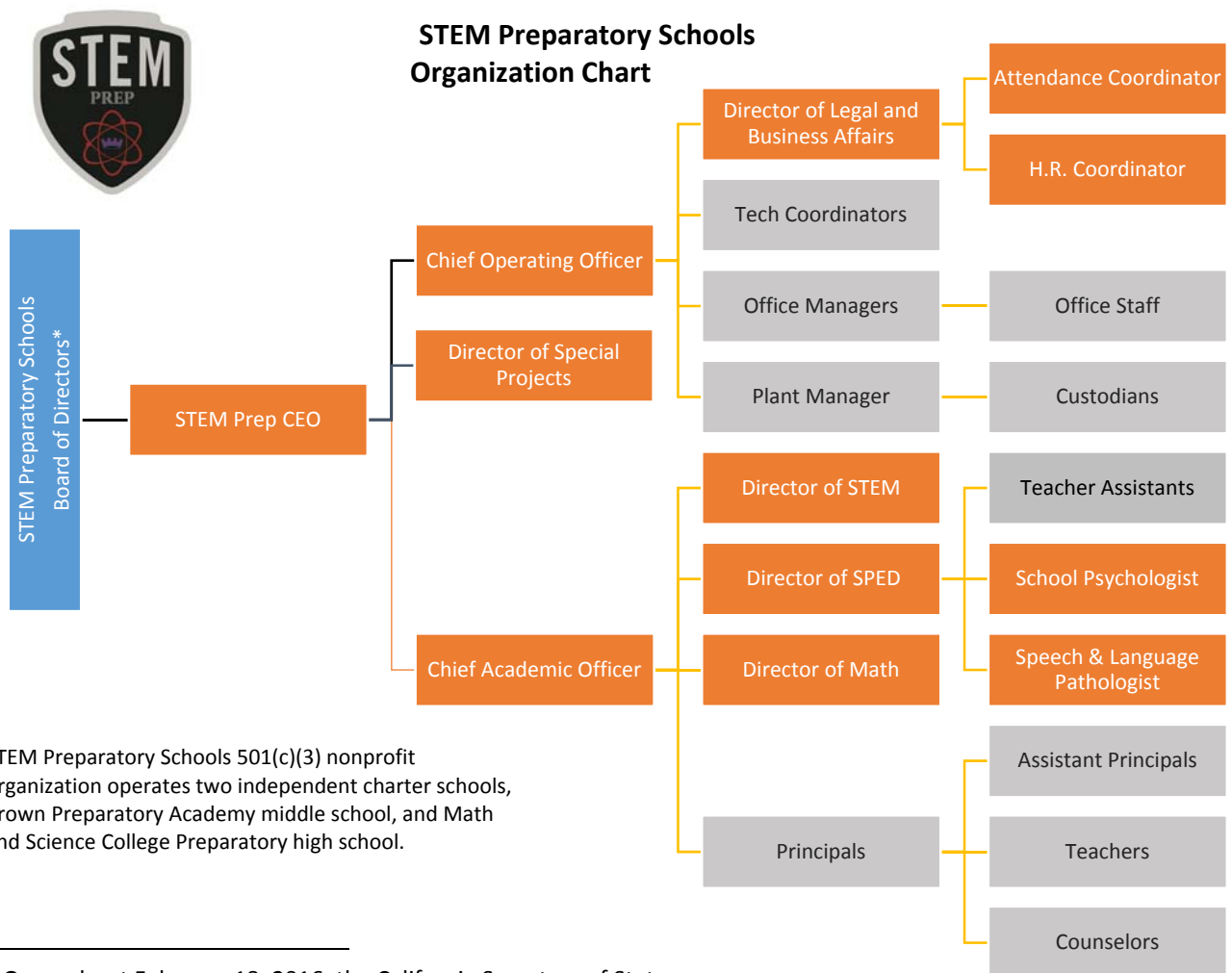
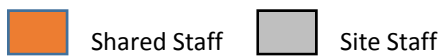
GOVERNANCE STRUCTURE

Math and Science College Preparatory is a direct-funded, independent charter school operated by STEM Preparatory Schools, Inc. (STEM Prep), 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.¹⁵ The Charter School is governed by STEM Prep’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 operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School.

MSCP is governed by the STEM Prep 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.

1. ORGANIZATIONAL CHART



STEM Preparatory Schools 501(c)(3) nonprofit organization operates two independent charter schools, Crown Preparatory Academy middle school, and Math and Science College Preparatory high school.

¹⁵ On or about February 18, 2016, the California Secretary of State approved a corporate name change.

2. MAJOR ROLES AND

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 of the School.
- Hire, promote, discipline and dismiss all employees of MSCP after consideration of a recommendation by the CEO of MSCP.
- Approve all contractual agreements and purchases over \$10,000. The CEO must approve all invoices and purchases for \$10,000 or less..
 - Approve and monitor the implementation of general policies of MSCP.
 - Develop and monitor an operational business plan that focuses on student achievement.
 - Approve and monitor MSCP's annual budget.
 - Act as a fiscal agent. This includes the receipt of funds for the operation of The MSCP in accordance with its laws and the receipt of grants and donations consistent with the mission of MSCP 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 MSCP'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 MSCP is established.

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

Chief Executive Officer (CEO)

The CEO is responsible for the oversight of all school operations; the CEO closely supervises Chief Operations Officer and supports school site operations. The CEO has primary responsibility for fiscal operations, serving as primary facilitator of the Board's oversight of the school, and ensuring the mission and vision of the school are realized.

Chief Academic Officer (CAO)

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

Principal

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

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

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 three (3) years, renewable by mutual consent of the CEO and the board.

Board of Directors - The MSCP Board of Directors currently consists of:

Marc Little (Board President): Mr. Little is the President of Law Offices of Marc T. Little, founded in 1994, specializing in music and sports-related transactions as well as handling general business litigation in Los Angeles, CA. Mr. Little is the Chief Operating Officer and General Counsel for Faithful Central Bible Church, in Inglewood, CA, overseeing the business operations and legal affairs for the 13,000 member church and its holdings. He also serves as the Chief Operating Officer and General Counsel for Forum Enterprises where he oversees the business operations and legal affairs of The Forum, a 17,505 seat entertainment complex in Inglewood. Mr. Little is a Commissioner of the Children Youth and Their Families, with the City of Los Angeles, and served as a board member of the Savannah College of Art and Design. Mr. Little holds a Bachelors of Arts and Juris Doctorate from the University of Southern California.

Carmen Vazquez (Board Secretary): Ms. Vazquez is the Principal of Alliance College-Ready High School #16, an LAUSD-authorized public charter school. She is a former middle school teacher who specialized in best practices in working with students of diverse cultures and ethnicities. Prior to joining the Alliance, she taught at John Adams Middle School where she served as chair of the Equity Committee, successfully served special education students, and coordinated the Spanish Immersion Program. Ms.

Vazquez began her administrative career as an Assistant Principal at Alliance Dr. Olga Mohan High School, one of the top performing high schools in LAUSD, and also participated in the Alliance Principal Intern Program before assuming her role as Principal at Alliance College-Ready Academy High School #16. Ms. Vazquez has a bachelor's degree from National University, a master's in Education from Pepperdine University and a master's in Educational Leadership from Loyola Marymount University.

Andrew Kubasek (Board Treasurer): Mr. Kubasek is the founding partner and chief investment officer for AD Capital Management, where he performs research, analysis, and execution of trades for company accounts. He previously has served in a similar capacity at Paul Hastings LLP, O'Melveny and Meyers, and other prominent global law firms. Mr. Kubasek holds a Bachelor's degree in Business Administration, Finance from California State University, Fullerton.

Allison Greenwood Bajracharya: Mrs. Bajacharya is the founding California State Executive Director of Murmuration, an organization dedicated to sustainable policy change in the U.S. This role rests at the intersection of Allison's professional interests: building programs and changing systems to ensure all kids have access to great schools. Prior to joining Murmuration, Allison was the Senior Vice President of Organizing at the California Charter Schools Association (CCSA).

Dale Henry: Mr. Henry is a longtime educator and consultant focusing on students with special needs. He served as a classroom teacher for students with moderate to severe disabilities for five years in both Virginia and Los Angeles. He also has extensive grant writing experience, serving as a Grants Manager for Pediatric Therapy Network and Grants Consultant to Delivering Better Lives, both in the Los Angeles area. A graduate of Amherst College and the College of William and Mary, Mr. Henry received his EdD from the University of Southern California in 2013.

Desmond Lovell: Mr. Lovell is a corporate finance executive with 20 years of experience on Wall Street and, more recently, Education Reform. Des currently serves as the Director of Finance for Green Dot Public Schools, a Charter Management Operator with 25 schools serving 13,000 across three states. In this capacity, Des manages a team of five that are responsible for ensuring the schools and home offices for all of Green Dot's regions are financially sustainable. The Finance department provides a variety of financial planning and analysis services including annual budgeting, monthly forecasting and long-term planning for internal and external stakeholders. Des received his MBA from Harvard Business School and his BBA-Finance from Howard University where he received All-Academic Honors on the Varsity Football Team.

Nik Orlando: Mr. Orlando is a Regional Director of PUC Schools Los Angeles. As a Regional Director, Mr. Orlando ensures the academic success of six schools within the PUC network. Mr. Orlando also serves as an adjunct professor in the Business of Education at Loyola Marymount University. His extensive experience in education also includes roles as a teacher and school principal. Mr. Orlando received his BA from Cal State Long Beach and his masters and doctorate (in education) from Fielding University.

David Tillipman: Mr. Tillipman is the head of DAT Consulting, a nonprofit, fundraising, and management consultant service. David has worked in nonprofit fundraising management for public and private public policy organizations, higher education institutions and community social service agencies for more than 25 years. He has worked in a senior development officer capacity for numerous community institutions including Executive Director of Corporate and Foundation Relations at University of Southern California, Associate Executive Director at RAND Corporation, Chief Development and Communications Officer at Alliance College Ready Public Schools, and most recently, Executive Director of Foundation and

Corporate Relations at Loyola Marymount University. David received his Bachelor's Degree in History and Political Science at University of California Berkeley, a Master's Degree from Teachers College Columbia University and a Ph.D. from University of California Los Angeles in Education. His volunteer experience includes being a Board member of Venice Family Clinic and STEM Prep Charter Schools; a fund raising consultant for Executive Service Corps in Los Angeles and an active member of Council for Advancement and Support of Education (CASE).

Michael Trujillo: Mr. Trujillo is the Manager, Systems Analysis for the Boeing Satellite Development Center, and has more than 20 years of experience in electrical engineering and satellite communications with companies such as Hughes Space and Communication and other Hughes divisions, AssureSat and others. Mr. Trujillo earned his Bachelor of Science degree in Electrical Engineering from New Mexico State University, his Master of Science in Electrical Engineering, Communication Systems from USC, and is expecting his Master of Science in Systems Engineering , Space Systems from Stevens Institute of Technology in 2012.

Brad Zutaut: Mr. Zutaut is a founding member of Company 28, a company dedicated to creating simple technology solutions for everyone. He has served as founder and CEO for a number of technology start-ups including Xingtone Inc., the first mobile company to send a full-length song to a wireless handset. His vision for the digital realm began while serving as CEO of Red Earth, Inc. This worldwide retail company employed Mr. Zutaut to help increase awareness of its brand outside of Australia and he created the company's website in 1993, before traditional retail business had discovered the Internet. Mr. Zutaut has been portrayed as a leader and an authority in various media outlets including CNN, The New York Times, MSNBC, Reuters, MTV, Rolling Stone, USA Today, Billboard, The Wall Street Journal, Wireless Week, Time, C/Net, RCR Wireless News and many more. He has spoken at numerous prominent industry events, including CTIA Wireless, CTIA/Mobile Entertainment Summit, Mobile Entertainment & Gaming Expo, Digital Hollywood, CEA, and SXSW, among others.

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 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. 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 may be held only after twenty-four (24) hours' notice is given to each Director and to the public through the posting of an agenda.

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

STAKEHOLDER INVOLVEMENT

PARENT PARTICIPATION

School Site Council

In accordance with State regulations for receiving supplemental funding, Math and Science College Prep has formed a school site council ("SSC"). The 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 is comprised of one teacher from each grade level, one parent/guardian from each grade level, and the school Principal. Additionally, a student representative attends. The 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 also engages students, parents, teachers and staff, on a volunteer basis, in formulating the school's annual LCAP updates and goal setting, through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. Additionally, input is sought regarding the overall education program.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

EMPLOYEE POSITIONS AND QUALIFICATIONS

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

EMPLOYEES

Chief Executive Officer

Responsibilities:

Strategic Planning

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

Culture Development

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

Human Capital

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

Operations and Finance

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

Academic Performance

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

Development and External Relations

- Lead development efforts to fund the school model
- Manage the external representation and image of MSCP
- Represent MSCP in authorizer communications

Required Qualifications:

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

Preferred Qualifications:

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

Chief Operating Officer

Responsibilities:

Financial transactions and operations

- Develop, deploy and manage the financial system, financial reporting and accounting using accounting/financial policies and procedures; manage daily financial and business activities;

ensure timely and accurate bookkeeping and reconciliations; ensure proper cash management, and management of accounts receivable and payable, with timely processing of billings and payments; ensure proper asset management, compliance with GAAP standards, and adherence to budget; collect public revenues; prepare monthly, quarterly, and annual financial statements and variance analyses in a timely manner; manage and ensure compliance with grants; coordinate with the Chief Executive Officer to prepare the school budget; ensure that all reports are submitted accurately and on time. Oversee the negotiation of external operational vendor relationships to support the continued growth of the schools.

Strategy and Planning

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

Payroll and Retirement

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

Operations Leadership

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

Communications

- Ensure alignment, consistency, and clear communication of the operational services available to 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:

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.

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: MSCP 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 MSCP
- Promotes understanding and good-working relationships between the Board of Directors and staff.
- Provides direction and communicates to the Board on all MSCP 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 MSCP 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’s mission and values
- Lead teachers in developing a healthy school culture aligned with the mission, vision and values of the school and the organization
- Create a culture of mastery, teamwork, integrity, and joy amongst the staff, teachers, students and families
- Ensure the safety and security of students, staff, visitors, and public and private property
- Ensure an orderly learning environment
- Ensure appropriate standards of student behavior, performance, and attendance
- Represent the STEM Prep to the broader community

Instructional Leadership

- Manage, evaluate, and develop a team of teachers
- Work with teachers to constantly assess and improve student achievement
- Ensure use of effective, research-based teaching methodologies and practices
- Implement data-driven instruction and lead discussions about student performance
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
- Keep abreast of successful instructional methodologies and practices
- Provide high quality curricular training and resources to staff
- Ensure consistency in instruction and practice amongst teachers
- Ensure learning environment and classroom instruction maximizes student learning

- Monitor students' progress

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

Responsibilities:

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

Required Qualifications:

- Professional Administrative Services Credential and/or Master's Degree in Education or equivalent
- Valid teaching credential preferred, but not required
- Successful classroom teaching experience in a school setting required

- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to STEM Prep’s mission and values

Teachers

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

Responsibilities:

- Ensure mastery in subject area 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:

MSCP teachers shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (NCLB) and/or similar regulations enacted to replace NCLB (e.g., Every Student Succeeds Act). Accordingly, a teacher of core academic subjects must have:

- A state single-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
- BA or BS (as appropriate) degree
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Demonstrated success with similar populations

Assistant Teachers

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

Responsibilities:

- Assist the teacher to ensure mastery in subject area 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

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 MSCP. 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 MSCP's main office.

Responsibilities:

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

Required Qualifications:

- Oral and written proficiency in Spanish required
- 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 MSCP'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

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

Responsibilities:

- Providing leadership in the use of technological delivery systems for instruction
- Providing computer acquisition assistance, network administration, installation and user information, and ongoing user assistance
- Developing a comprehensive technology plan for the school
- Assessing and evaluating technology needs to ensure effective implementation of the strategic plan, technology plan, and local curricula of the Charter School
- Developing and/or conducting basic "end-user" technical training for staff members on the utilization of technology
- Coordinating the design, implementation, utilization, troubleshooting, and maintenance of the district network and infrastructure including LANs, WANs, servers, switches, routers, phone system, and other peripherals
- Ensuring accurate, up-to date inventory records, including, but not limited to technology inventory, repair records and maintaining a resource catalog of software, materials, and plans for replacement and/or upgrade of technology
- Assuming responsibility for networking and maintenance of hardware capabilities with the school system
- Keeping all hardware operational and developing a preventative maintenance program for all equipment
- Maintaining system physical security and data backups
- Serving as a technical consultant to administration and curriculum leaders
- Providing all telephone, electronic mail and onsite technical services to assist all school personal to utilize technology in the performance of their job responsibilities
- Coordinating and scheduling updates to the school website
- Repairing (or arranging to have repaired) technology-related equipment and maintaining upgrade and repair records
- Ensuring all necessary records are accurate and complete as required by laws, district policies, and school regulations

Required Qualifications:

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

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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of 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 and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

1. CUSTODIAN OF RECORDS

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

2. STUDENT HEALTH AND WELLNESS

MSCP 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. MSCP 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. Instead, 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.

MSCP 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:

- MSCP reaches out to parents of potential students by utilizing local churches of various faiths and ethnic representation, earned media, directed web traffic, community forums, and middle school visits.
- MSCP participates in community events to provide information about the school and answer questions. MSCP is also responsive to local media inquiries, providing information about the application and eligibility process.
- MSCP also works with counselors at local public and private middle schools to create awareness to parents. LAUSD middle schools that have been contacted include, but are not limited to: Pio Pico and Johnny Cochran Middle Schools.
- For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, MSCP makes special outreach efforts. MSCP advertises at places commonly used for child care and after-school programming, such as YMCAs and the Boys and Girls Clubs. MSCP will distribute information to local libraries

as well. MSCP also asks agencies providing public assistance to distribute school materials, including student applications.

- Flyers are posted at local grocery stores, after-school tutoring centers, churches, 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.

We note that the South L.A./West Adams region of Los Angeles has an unusually high percentage of children living in foster care. MSCP wants to serve these students, as they have typically not performed well in traditional, big comprehensive high schools. MSCP 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 high schools. MSCP reaches out to foster care homes, placement agencies, and foster parent groups to specifically recruit this group 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 state law 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, 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

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

Applications for enrollment will be accepted during a publicly advertised open enrollment period each winter through spring for enrollment in the following school year. 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 any grade level has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Public notice will be posted at the school location, school web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time 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, it will be held in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. Parents who turned 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. MSCP will conduct a lottery prior to April 15th, publicizing the date, time and location with reasonable notice of at least two weeks before the lottery date.

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

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 a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. Students who are not granted enrollment for the next school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

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 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 wanting to still be considered for admission should a position open. If a position opens during the course of the year, the MSCP 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 MSCP administrative office and will be readily available for inspection by District representatives.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

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

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any STEM Prep staff, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for 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 the charter-granting agency 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 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 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall

readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

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

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

The discipline policy is not discriminatory or arbitrary. The process follows general principles of due process. Students sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

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

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

GROUNDS 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 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 may request that the parent/guardian respond to such requests without delay.

Length of Suspension

The length of suspension for students may 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, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support. ☐

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 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 witness or the testimony of that witness at the hearing, or both, would subject the witness to an

unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

4. Information about alternative placement options

The CEO shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to the authorizer 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. MSCP will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post-expulsion support to expelled students and their families to facilitate continued access to education.

Reinstatement and Readmission

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

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

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

Rehabilitation Plans

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

Expelled Pupils/Alternative Education

The school will help provide the parent necessary information and a list of placement options.

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, per applicable legal and retirement plan requirements.

MSCP has made participation in State Teachers’ Retirement System (STRS) available to teachers and a 403b available to classified persons working at the school. MSCP will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS fund as required.

Staff Retirement Allocations

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

Responsible Staff Member

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

STRS Reporting

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

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

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

MSCP will continue to communicate to all prospective and current parents and students that MSCP 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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of

mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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 if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 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, Charter School payroll records, 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 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 Business Officer will serve as the school's closure agents

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension for the term, material revision, or amendment of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 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 Divisions, 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

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

6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents,

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

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

Audit and Inspection of Records

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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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).)

Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(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).)
- 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 by or as 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 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 (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 annual update.” (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 the requirements of Education Code sections 60851.5 and 60851.6.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners (ELs) in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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 policy as it relates to charter schools, as they may be amended from time to time.

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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(I). 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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on

Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

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 state law 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, 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:

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to Charter School’s Calendar
- r. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
- t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

Notwithstanding 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, per 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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 5) 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.

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
[See Element 14]

- 6) 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.
- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 8) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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 if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

7. The students' school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure
4. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 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:

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
6. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. 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:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

District-Owned Facilities

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

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

(iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(iv) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

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

School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.

10. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
14. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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).)