CHARTER PETITION

Submitted to the LOS ANGELES UNIFIED SCHOOL DISTRICT

October 11, 2012
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LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Office

Letter of Intent to Apply for a Charter School

Name of proposed charter school__________________________PREPA TEC, LOS ANGELES___________________________

General location of proposed charter__________________________WALNUT PARK __________________________

Projected grade levels__________6-8_________________________Projected enrollment_168, FIRST YEAR__

Lead Petitioner Information:

Name ________XAVIER REYES________________________________________________________________

Address_______2410 BROADWAY, WALNUT PARK, CA 90255____________________________________

Phone number(s)_____(323) 923-0383_______________________________Fax__(323) 923-0380____________

E-mail address:          GRXR1@NETZERO.NET

Other members of the Charter Development team

__ Barry Baxter ___________________   _Robert Cano______________________________

__ Mildred Cunningham______________  _Bobbi Shimano____________________________

__ Edith Morris_____________________  _Ricardo Ortega____________________________

__ Jeffrey Phillips___________________  ___________________________________________

Certification:

I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

PRINT NAME              SIGNATURE      DATE

Received by:

PRINT NAME             SIGNATURE      DATE
Affirmations and Assurances

As the authorized lead petitioner, I, Xavier Reyes, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school to be named Prepa Tec, Los Angeles, also referred to herein as “Prepa Tec and Charter School,” to be located within the boundaries of the Los Angeles Unified School District, also referred to herein as “LAUSD” or “District,” is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- Shall be deemed the exclusive public school employer of the employees of Prepa Tec, Los Angeles for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Shall determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605 (d)(2)(B).

- Shall admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Shall not discriminate against any student 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.

- The 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 Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

- 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 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]

- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- Shall at all times maintain all necessary and appropriate insurance coverage as specified by LAUSD in Element 6 of this Charter Petition.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- Shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- Shall not require any child to attend the charter school nor any employee to work at the charter school.

- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the 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.

- Shall follow any and all other federal, state, and local laws and regulations that apply to the Prepa Tec, Los Angeles including but not limited to:

  - The Prepa Tec, Los Angeles shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
The Prepa Tec, Los Angeles shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

The Prepa Tec, Los Angeles shall comply with any jurisdictional limitations to locations of its facilities.

The Prepa Tec, Los Angeles shall comply with all laws establishing the minimum and maximum age for public school enrollment.

The Prepa Tec, Los Angeles shall comply with all applicable portions of the No Child Left Behind Act.

The Prepa Tec, Los Angeles shall comply with the Public Records Act.

The Prepa Tec, Los Angeles shall comply with the Family Educational Rights and Privacy Act.

The Prepa Tec, Los Angeles shall meet or exceed the legally required minimum of school days.

Xavier Reyes, Lead Petitioner                             Date
ELEMENT 1: Description of the Educational Program

“A description of the educational program of the school, designed, among other things, to describe what the school intends to accomplish, to identify those whom the 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 students to become self-motivated, competent and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

The address of the Charter School is _2410 Broadway, Walnut Park, CA 90255_____.
The phone number of the Charter School is 323-923-0383_______________.
The contact person for the Charter School is _ Xavier Reyes _________________.

The term of this charter shall be from _______July 1, 2013_to June 30, 2018 – 5 yrs._____

The grade configuration is ___6-8_______________.
The number of students in the first year will be 168_____________________
The grade level(s) of the students the first year will be_6_____________________
The scheduled opening date of the Charter School is _August 20, 2013_________.
The admission requirements include: _enrollment application, home language survey and applicable health screenings_________________________.

The enrollment capacity is 504 students. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency.).
The instructional calendar will be: ____________________182 days_______________.
The bell schedule for the Charter School will be: 7:50am to 3:00pm, MTThF; 7:50 to 1:35pm Wednesday minimum days______________________________________.
If space is available, traveling students will have the option to attend.

A. Vision

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

Prepa Tec will apply the International Baccalaureate Middle Years Program tools and processes to be a school where partnerships for continuous improvement between teachers, parents, community and students are authentic and seek to prepare each student from 6th grade to eighth grade for the challenges of the 21st century.

Prepa Tec will be a model school of life-long learning through the International Baccalaureate Middle Years Program (IBMYP) in the United States. We will create a dynamic environment where all staff cultivate, model, nurture, and promote our
organizational values of real-world learning and application, servant leadership, inclusiveness, discovery, continuous improvement and accountability.

B. Mission and Goals

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

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

2. Standards-based Instruction
   - Provide a school model where students acquire and practice a range of essential skills that are CA Common Core standards based
   - Begin implementing the IBMYP scope and sequences, merging the CA state standards and district policies, to develop and use the best instructional practices that meet the varied needs of all students

3. Positive Student Character Development
   - Conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB program is implemented
   - Provide a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the IB program is implemented

4. Community Participation
   - Provide a space where students have the opportunity for involvement in responsible actions and social service in their local and world community
   - Begin implementing the IB MYP, which “focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development” with the assistance of staff, parents, and the larger community

C. Whom will Prepa Tec Serve?

Prepa Tec will be a school that models the lessons of the International Baccalaureate curriculum- inclusiveness and recognition of a common humanity. With this model in mind, we seek to be a school that will serve one and all that walk through our doors. We will seek to serve a representation of the ethnically, culturally and
socio-economically diverse populations of Los Angeles County and the contiguous and adjacent Southeast cities of South Gate, Walnut Park, Huntington Park, and Cudahy.

Prepa Tec will attract students from all three cities encompassing private and public school students that prefer a learning experience in a non-traditional, personalized learning environment that will focus on academics, character-development and creating world citizens.

Prepa Tec will recruit and serve all types of learners. In our first two years we expect that we will have a relatively high percentage of students coming from low performing and overcrowded schools, as well as Title I students at 94%.

Our enrollment at capacity will be five-hundred and four (504) students in grades sixth through eighth (6-8). Beginning in Year 1 we will serve one-hundred and sixty-eight (168) sixth grade students in the fall of 2013 and every year after that, the same number (168) of sixth grade students will be added. The table below illustrates our enrollment plan.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Y1 - 2013</th>
<th>Y2 - 2014</th>
<th>Y3 - 2015</th>
<th>Y4 - 2016</th>
<th>Y5 - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>168</td>
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<tr>
<td>Grade 7</td>
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<td>168</td>
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<td>Grade 8</td>
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<td></td>
<td>168</td>
<td>336</td>
<td>504</td>
<td>504</td>
<td>504</td>
</tr>
</tbody>
</table>

**Community Educational Profile**

The target student population coming to Prepa Tec will be students that will enjoy the experience of an academically rigorous program, small classes and an international approach to learning. In our first year, our sixth grade students will arrive from the ten surrounding elementary schools, depicted in the table below, with varied educational programs and academic performance levels. On average, our students will arrive from schools that are over-crowded middle schools with an average of 2187 students and an average API score of 704. In addition, our students will arrive from Title I schools with a vast majority of Latino/Hispanic students and a 22 percent average of English Language Learners. The middle schools with the closest proximity to our potential facility are South Gate and Southeast middle schools. These schools in this neighborhood are among the lowest performing, most crowded schools in the entire Southeast region of Los Angeles County. Of the two charter schools, Aspire Centennial, is in Huntington Park and is over 2 miles from our potential facility and borders South Central Los Angeles. This charter school, serving less than a quarter of the students, is a Title I school, serving a vast majority of Latino/Hispanic students (99%) and has an API score of 809, making it the most successful middle school in the region.
According to the LAUSD reports, the surrounding middle schools within our target community have been in and out of “PI status or continuation” overwhelmingly due to low performance in the areas of English Language Arts and Mathematics. This is a strong indicator that our students will also arrive with challenges in the areas of English Language Arts and Mathematics.

<table>
<thead>
<tr>
<th>CHARTER Elementary SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>P.I.?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Rank</th>
<th>Similar Schools Rank</th>
<th>% Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Hispanic</th>
<th>% African-American</th>
<th>% other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspire Firestone</td>
<td>350</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>836</td>
<td>6</td>
<td>8</td>
<td>80</td>
<td>7</td>
<td>52</td>
<td>99</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Academia Modena</td>
<td>240</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>803</td>
<td>1</td>
<td>n/a</td>
<td>98</td>
<td>9</td>
<td>60</td>
<td>98</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

According to the LAUSD reports, the surrounding middle schools within our target community have been in and out of “PI status or continuation” overwhelmingly due to low performance in the areas of English Language Arts and Mathematics. This is a strong indicator that our students will also arrive with challenges in the areas of English Language Arts and Mathematics.

In terms of students arriving to our school from private and or religious schools from the
surrounding community, we will draw students from St. Helen (k-8) with 302 students, Redeemer Lutheran (k-8) with 146 students, St. Mathias (k-8) with 239 students, and Renuevo School (k-8) with 69 students. Private school academic performance and educational program information have not been made available to us and we will not know the individual student’s academic profile until our school conducts academic performance measures at the beginning of the first year.

Community Demographic Profile
The target community from where our students will come is bounded by the City of Cudahy in the East; unincorporated Walnut Park in the North; and the South and West portions of the City of South Gate. While this target community has many municipal jurisdictions, it is essentially and demographically the same community.

While the majority of our students will come from the City of South Gate, the demographic profile is similar to the surrounding cities from where a portion of our students will come to our school. South Gate is a city that is predominately Latino/Hispanic at 94.8% as compared to the California average of 38.1%, according to the 2011 Census QuickFacts Estimates. Other large ethnic or racial groups include Whites at 3.4% and Asians at approximately .8% with a smaller mix of other ethnic or racial groups.

While the community is predominately Latino/Hispanic, it is also a very young community with the largest demographic age group being the 18-year-old and under age group. This group comprises 31.1% of the total population in the City of South Gate as compared to the rest of California at 25%.

Within our target group for our school, we will receive an average of 33% already in poverty in the 18-year-old and under category as opposed to the California average of 19.6%, according to Citydata.com and the U.S. Census. Moreover, near half of our students’ parents will be in the poverty category and will have very little educational attainment. The majority of our parents will have a less-than-9th-grade education, at 36%, as compared to the California average of 11% (table below). Only 6.6% will have obtained a college degree as compared to the average for California at 30.2%.

We will also see an average number of monolingual Spanish speakers coming to our door entering in sixth grade given the high percentage of Spanish as the language spoken at home at 89.1% with English at 12% as the primary language spoken at home.
In terms of crime, according to the California Office of the Attorney General, the City of Los Angeles had 317 violent crimes per one hundred thousand people in 2005. South Gate had 527 violent crimes in 2005 for a small city of 98 thousand people. Other surrounding cities with similar population numbers included Huntington Park with 577 violent crimes in 2005, as well as Inglewood with 1057 and South Pasadena with 42 violent crimes. Overall, by comparison, the City of South Gate would be considered a moderately violent city from where our students will attend.

Additionally, according to the 2011 U.S. Census QuickFacts Estimates, major indicators for the City of South Gate include a medium household income below county and state averages, yet slightly higher than its neighbor city to the North, Huntington Park; In terms of age, South Gate is a very young city. It has a higher percentage of “Persons Under-5 years” than the average for the county and for the state, which equals to a total of 7,987 persons. Yet, compared to its neighbor Huntington Park (5,151 persons), it has a slightly lower percentage of “Persons Under-5 year” olds. There may be a correlation for South Gate’s neighbor city having a larger “Under-5” population percentage given the larger foreign born population, although, South Gate also has a significantly larger than average number of “Foreign Born” persons than the county and state averages; In terms of transiency, South Gate is a community that on average is significantly on par with the county and the state. Almost half of South Gate’s population have stayed in South Gate for five or more years; In terms of education, the percentage of the population in South Gate with a bachelor’s degree or higher is significantly below county and state averages. Also, educational attainment as measured by high school graduation levels are at 50%, according to LAUSD/UCLA study; In terms of size of households, South Gate has a significantly larger average number of persons per households, many under five years old and the vast majority speaking Spanish as their primary language spoken at home.
Bachelors or higher | 6.6 | 30.2
Persons per households | 3.98 | 2.91
Medium household income | 41,990 | 61,632
Below poverty | 19.6 | 14.4

In sum, the community from which we will draw our students is a city with relatively moderate poverty, largely Latino/Hispanic, with a large number of young people, a population with low percentage of formal educational attainment and with a moderate violent crime index.

**Implications for Prepa Tec and Modifications**

Key demographic indicators that will have an impact on the way Prepa Tec operates are the following: large number of persons in “poverty”; large number of persons per households; low percentage of higher education attainment; large percentage of people speaking other languages other than English at home; large percentage of foreign born; significant percentage of non-transiency; large percentage of Hispanic persons; Large percentage of persons Under-5 years old.

Similar to surrounding Los Angeles Unified School District schools, Prepa Tec will face many challenges. One significant challenge for Prepa Tec is the large number of children and families demographically in “poverty”. As such, these students attending our school will allow us to live and fulfill our mission to provide a world-class education to all students. Additionally, it makes for a more diverse student body.

On the operational side, because of the large number of students in “poverty,” we will hire staff that have prior experience working with economically challenged populations or that have experience with Free & Reduced Lunch program students. Moreover, having a large population of students in “poverty” will designate our school as a Title I school. This designation will allow us additional resources to better assist students that are economically and educationally challenged. Because this group will be one of the largest groups in the school, we will create a school council composed of parents and staff to identify and address the challenges these students face.

Additionally, serving large families in our target community is an indicator that our Board will need to consider in our Enrollment Policies a “siblings” clause that will allow a certain priority to brothers and sisters wishing to attend our school, if enrollment capacity will allow. Culturally, we welcome the added family feel and culture created when siblings attend the same school.

Other challenges Prepa Tec will face locating the school in South Gate is the challenge of serving a largely formally uneducated, Spanish speaking, immigrant, non-transient homeowner community. In other words, we will serve a community that almost mirrors the home ownership average of the state but have low levels of higher education and are Hispanic immigrants. This means that we will have half of our families with strong ties to the local community and the other half will be transient, renters moving every five years. This community profile is not unusual in LAUSD schools. To meet the challenges
this community will bring to us we will hire a majority of our staff to be bilingual Spanish speaking to assist the anticipated English Language Learner population of 59%. Also as part of our educational program we will invest heavily in an English Language Learner program dedicated to transition students out of ELL classification within two years with intensive English language acquisition. Moreover, we will create a Parent Center that will provide for parents an opportunity to interact with each other and create learning opportunities for parents as individuals and to assist their children with school- in addition to training leaders to formally join our school board and our other school-wide policy committees. It is our mission that we can only succeed with the assistance of our parents and thus we will also create opportunities for local parents to be part of the school success team.

D. What it means to be an Educated Person in the 21st Century

Within this context, Prepa Tec believes a truly educated person in the 21st Century must possess the following skills and attributes:

1. **High Academic Proficiency**: the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas.
2. **Communication skills**: the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
3. **Research Skills**: the aptitude to access, process, manage, interpret, question, validate, and act upon information.
4. **Technological Proficiency**: the knowledge of the software and hardware required to research and present information in a variety of media.
5. **Interpersonal Skills**: the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
6. **Intrapersonal Skills**: the ability to be aware of one’s own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to achieve growth.
7. **Innovation**: the ingenuity to creatively solve problems, make connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).
8. **Tolerance**: the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.
9. **Curiosity**: the capacity to recognize personal inquiries and identify individualized learning goals accordingly.

We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills that will enable our students to find workable solutions to these kinds of problems.
Prepa Tec will apply the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

Prepa Tec will be a small school with relatively low student-to-teacher ratios. We anticipate having a 25:1 student to teacher ratio. As such, learning best occurs when schools are small. Research has shown that second only to socioeconomic status, school size is the most significant predictor of student success (Klonsky, 1998). Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced (Raywid, 1998). The enhanced social relationships of small school environments affects student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict (Gladden, 1999). Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates (Fine, 1998).

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

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

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

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

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, "the single most important determinant of student achievement is the expertise and qualifications of teachers." Prepa Tec will provide a complete program of staff development as outlined below and will participate in selected staff development programs in cooperation with the International Baccalaureate Organization and the Los Angeles Unified School District (please see page 58 for professional development and IBMYP timeline).

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

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

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

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

F. Instructional Program and Curriculum

Educational Philosophy
Direct explicit instruction and a standards based sequential curriculum will drive the educational philosophy of Prepa Tec. Instruction will be inquiry and investigation-based and a holistic learning environment will be provided. Students will experience an inspirational learning environment with rigorous academic standards enriched with higher-level questioning and global mindedness. Prepa Tec will not only have a rigorous learning environment that will enable students to become self-motivated, competent, life-long learners, but will also provide a learning experience where students learn to be world citizens and guardians of the planet.
The following key elements, described below, comprise Prepa Tec’s approach to instruction, which also reflect our school’s core goals that will fulfill our mission to provide a world-class education to every student:

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

Prepa Tec has adopted the internationally recognized International Baccalaureate Middle Years Program (IBMYP) as our school model due to its close alignment with our mission and vision, and because it focuses on meeting the needs of our target students and their community. The IBMYP program focuses on the development of the whole child. It is a trans-disciplinary curriculum, which draws individual disciplines together into a coherent whole, while preserving the essence of each subject, striving to develop a global perspective. The IBMYP curriculum is organized around six themes or units of inquiry: Who are we; Where are we in place and time; How do we express ourselves; How does the world work; How do we organize ourselves; and How do we share the planet. Through these themes, which will be adopted and aligned in correlation with the Common Core State Standards and overseen by the IBMYP coordinator and/or the Principal, students develop a deep understanding of important concepts; they conduct research into knowledge, which has local and global significance; they acquire and practice a range of essential skills; they are encouraged to develop positive attitudes toward learning, the environment and other people; and, they have the opportunity for involvement in responsible action and social service.

**Instructional Methodology 1. High Academic Achievement: International Baccalaureate Middle Years Programme**

The overarching umbrella that shapes our educational program into a cohesive, viable model is the International Baccalaureate Middle Years Program (IBMYP). The International Baccalaureate Organization (IBO) states it clearly with the following summary:

> “Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate (IB) Middle Years Program is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning. The IB Middle Years Program, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers”
Its premise is based on thematic, inquiry-based units of instruction focused on structured questioning methods that promote higher-level questioning and global mindedness.

The program consists of eight subject groups integrated through five areas of interaction (health and social education, community and service, human ingenuity, approaches to learning, and environments) that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, social studies, sciences, mathematics, arts, physical education and technology (the eight subject groups). In the final year of the program, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program.

The curriculum is illustrated by an octagon with eight academic areas or subject groups surrounding the five areas of interaction. The personal project appears at the center.
The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines. In particular, the framework is flexible enough to allow a school to include other subjects not determined by the IB but which may be required by state or national authorities.

The overall philosophy of the program is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness
- holistic learning
- communication

Teachers organize the curriculum through the five areas of interaction:

**1. Approaches to Learning** is concerned with developing the intellectual discipline, attitudes, strategies and skills that will result in critical, coherent and independent thought and the capacity for problem solving and decision-making. These are:
  - How do I learn best?
  - How do I know?
  - How do I communicate my understanding?
Through Approaches to Learning, students are provided with the tools to enable them to take responsibility for their own learning. Central to this is "learning how to learn" and developing in individuals an awareness of how they learn best, of thought processes and of learning strategies. Approaches to learning also include:

- organizational skills and attitudes towards work
- collaborative skills
- communication
- information literacy
- reflection
- problem-solving and thinking skills
- subject-specific and interdisciplinary conceptual understanding

Recognizing and helping students develop the range of their capacities, positive attitudes and effective habits of mind is the shared responsibility of teachers, and is at the core of all curriculum development and delivery.

2. **Community and Service** starts in the classroom and extends beyond it, requiring students to participate in the communities in which they live. The emphasis is on developing community awareness and concern, a sense of responsibility, and the skills and attitudes needed to make an effective contribution to society. These are:

- How do we live in relation to others?
- How can I contribute to the community?
- How can I help others?

Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live.

Giving importance to the sense of community throughout the program encourages responsible citizenship as it seeks to deepen the adolescent’s knowledge and understanding of the world around them. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

Students are encouraged to make connections between their intellectual and social growth, thereby refining their affective, creative and ethical as well as cognitive development. This is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom.

3. **Homo Faber** allows students to focus on the evolution, processes and products of human **creativity**. It considers their impact on society and on the mind. Students learn to appreciate the human capacity to influence, transform, enjoy and improve the quality of life. This area of interaction encourages students to explore the relationships between science, aesthetics, technology and ethics. These are:

- Why and how do we create?
- What are the consequences?
This area of interaction allows students to explore in multiple ways the processes and products of human creativity, and to consider their impact on society and the mind.

Human Ingenuity allows students to focus on the evolution, process and products of human creativity and their impact on life and society. Human ingenuity provides opportunities for students to appreciate and develop in themselves the human capacity to create, transform, enjoy and improve the quality of life.

In particular, Human Ingenuity:
• stresses the way humans can initiate change, whether for good or bad, and examines the consequences
• emphasizes both the importance of researching the developments made by people across space, time and cultures, and the importance of taking time to reflect on these developments

In this way, human ingenuity goes beyond the act of creation alone, leading students to examine, experience and reflect on the creative process.

4. Environment aims to make students aware of their interdependence with the environment so that they become aware of their responsibility, and may take positive, responsible action for maintaining an environment fit for the future. These are:
• Where do we live?
• What resources do we have or need?
• What are my responsibilities?

This area of interaction aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities. It deals with:
• the importance of the local and global environment
• the concepts of sustainable development in a context of increasing environmental threats
• related problems of a socio-economic nature

The study of Environments assists students in:
• understanding the links between economic, political and social issues, and how these affect the environment
• developing positive and responsible attitudes towards their environments
• gaining the skills and commitment to contribute to their environments.

Through coursework and activities, teachers can help students to gain an understanding of related concepts and issues at the personal, local and global levels by guiding their investigations through the perspectives of:
• awareness
• responsibility
• action
• reflection
5. **Health and Social Education** prepares students for a physically and mentally healthy life, aware of potential hazards and able to make informed choices. It develops in students a sense of responsibility for their own well-being and for the physical and social environment. These are:
- How do I think and act?
- How am I changing?
- How can I look after myself and others?

This area of interaction deals with key aspects of development leading to complete and healthy lives. It encompasses physical, social and emotional health and intelligence. The aim is to develop in students a sense of responsibility for their own well-being and for their physical and social environment.

In particular, the exploration of this area in the subject groups allows students to discuss and reflect on the following aspects of health:
- physical
- psychological
- sociological
- economic
- legal

Comparisons can also be made across times and cultures. The scope of this area of interaction goes beyond the acquisition of content knowledge. It necessitates structured learning in terms of:
- knowledge
- skills
- attitudes
- values

For example, a group of students in year 1 of the program could learn about pure substances and mixtures in sciences (chemistry). As part of their laboratory activities, students apply simple techniques to separate different types of mixtures, including techniques for separating impurities from water.

The skills to be developed would include:
- using simple equipment
- making straightforward observations and measurements
- drawing scientific diagrams.

The teacher could then lead the students to explore issues linked to **Environment** and **Homo Faber** by posing questions such as:
- How pure is pure?
- Can the energy costs involved in the production of pure substances be justified?
- Why is only a fraction of the world’s water directly drinkable?
• How can we produce enough drinkable water to meet our needs?

The teacher could use these questions as a focus for discussion, for written responses or to lead into a further topic. They provide an authentic means of looking critically at an increasingly relevant resource problem with ethical dimensions.

<table>
<thead>
<tr>
<th>Sample Program of Inquiry: Program Language A: English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches To Learning</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Students are concerned with developing the intellectual discipline, attitudes, strategies and skills that will result in critical, coherent and independent thought and the capacity for problem solving and decision-making</td>
</tr>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>Language A: English - Developing an Identity Unit: What does it mean to be responsible in other places?</td>
<td>Language A: English - Becoming Fully Human Unit: How do I contribute to my community?</td>
<td>Language A: English - Sharing Our Culture Unit: How can I live on by writing?</td>
<td>Language A: English - Facing danger Unit: Who am I? How do I want the world to see me?</td>
</tr>
</tbody>
</table>

Becoming authorized as an International Baccalaureate Middle Years Program (IBMYP) school is an extensive and rigorous process, which takes several years of training to prepare teachers to organize and implement their own thematic units based on the “backwards design” model. From its inception, Prepa Tec will begin to develop and implement inquiry-based units in all grades with the goal of becoming fully IB authorized by approximately 2015 (see the Implementation Plan and Timeline at the end of Element 1 for more detail).

**International Baccalaureate and the Target Population**
An excellent example of the impact of the IB program on the academic success of a historically under-performing population is Willard Elementary in Pasadena, which is an authorized IBPYP school. The ethnic composition of this school consists of 68% Hispanic students, 8% African-American, 13% White, 6% Asian and 1.8% other. 71% of the students receive Free or Reduced Lunches. At Willard the 2012 school wide API is 869 and the school’s API has been rising for all subgroups since the introduction of the IBPYP. As evidenced by the API subgroup scores, this model has been proven to be successful for Latino/Hispanic students scoring 837 API and for economically disadvantaged students scoring 838 API and for English Learners scoring 814. The school has a statewide ranking of 8 and a similar schools ranking of 10. Similarly, C.J. Morris has shown great strides with a very similar population. Prepa Tec expects that the implementation of the Middle Years Program will have a similarly positive impact on our target population.

<table>
<thead>
<tr>
<th>IB SCHOOLS</th>
<th># of Students Tested</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Free &amp; Reduced Lunch</th>
<th>% White</th>
<th>% Asian</th>
<th>% Black</th>
<th>% Hispanic</th>
<th>% ELL</th>
<th>% Special Ed Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willard ES, PUSD</td>
<td>420</td>
<td>869</td>
<td>8</td>
<td>10</td>
<td>71</td>
<td>13</td>
<td>6</td>
<td>8</td>
<td>68</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
<td>57</td>
<td>93</td>
<td>n/a</td>
<td>n/a</td>
<td>56</td>
<td>52</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
<td>71</td>
<td>93</td>
<td>n/a</td>
<td>n/a</td>
<td>65</td>
<td>66</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>API</td>
<td>779</td>
<td>949</td>
<td>887</td>
<td>745</td>
<td>767</td>
<td>714</td>
<td>671</td>
</tr>
<tr>
<td>C. J. Morris, WVUSD</td>
<td>327</td>
<td>889</td>
<td>9</td>
<td>3</td>
<td>25</td>
<td>8</td>
<td>37</td>
<td>4</td>
<td>39</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
<td>52</td>
<td>n/a</td>
<td>82</td>
<td>n/a</td>
<td>63</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
<td>57</td>
<td>n/a</td>
<td>89</td>
<td>n/a</td>
<td>63</td>
<td>78</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>API</td>
<td>858</td>
<td>914</td>
<td>958</td>
<td>888</td>
<td>850</td>
<td>890</td>
<td>800</td>
</tr>
</tbody>
</table>

Similar to the IBPYP schools, Lindsey Academy in the Long Beach Unified School District, an IBMYP school, with similar characteristics as Prepa Tech, shows a defined gain in student performance as compared to other traditional public schools. As compared to the average Prepa Tec target area middle schools, Lindsey Academy’s API score is at 742 while the average API score for LAUSD middle schools for the 2011-12 school year was 677.

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>Enrollment</th>
<th># Students Tested</th>
<th>Met Schoolwide Growth targets?</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Free &amp; Reduced Lunch</th>
<th>% Hispanic</th>
<th>% ELL</th>
<th>% Special Ed Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsey Academy, LBUSD</td>
<td>921</td>
<td>859</td>
<td>Yes</td>
<td>742</td>
<td>3</td>
<td>4</td>
<td>90</td>
<td>66</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>LAUSD Area Middle Schools – ‘11</td>
<td>2374</td>
<td>2083</td>
<td>No</td>
<td>677</td>
<td>2</td>
<td>4</td>
<td>96</td>
<td>96</td>
<td>23</td>
<td>10</td>
</tr>
</tbody>
</table>

**Timetable for the application process**
The IBO must officially authorize any school wishing to offer the Middle Years Program to its students. Authorization is granted to schools that successfully complete the
application process, by which schools present detailed plans and evidence that they are prepared and equipped to offer the MYP. This application process has three phases, the duration of which may vary slightly from region to region. If successful, the application process results in the authorization of the school. We shall adhere to our plan, as defined by our budget and Board, as follows:

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>DESCRIPTION</th>
<th>TIME REQUIRED</th>
<th>REQUIRED ACTIVITIES DURING PHASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consideration phase: feasibility study and identification of resources</td>
<td>Phase 1 begins with the first contact with the regional office, continues through the various listed activities, and concludes with the school making an informed decision to pursue an application. The school sends the PYP application form part A, supporting documentation and application fee to the regional office to request candidate school status and to start implementing the program on a trial basis.</td>
<td>Year 1 (2013-'14)</td>
<td>• Purchase relevant publications from sales and marketing department, IBCA. • Head of school/primary principal/others attend PYP introductory workshop. • Identify potential PYP coordinator. • Gain support from district superintendent, board of governors, head of school, teachers, parents (as applicable). • Start training activities. • Develop curriculum documentation for the trial implementation period. • After consultation with the regional office, visit an IB World School authorized to offer the PYP. • Submit PYP application form part A and supporting documents.</td>
</tr>
</tbody>
</table>

| Phase 2 | Candidate phase: trial implementation period | This phase assumes that there is an understanding of the requirements of the program and a positive commitment to seek authorization. The school develops and implements a school-wide program of inquiry with corresponding curriculum documents. This phase involves the preparation of the PYP application form part B and required supporting documentation. A pre-authorization consultation visit by representative(s) of the IBO is required and may occur during this phase. | Year 2 (2014-'15) | • PYP coordinator/teachers/others attend PYP regional workshops or the school hosts an in-school workshop with IBO-approved trainers. • Engage with inquiry across the curriculum and develop program of inquiry. • Continue to develop appropriate curriculum documents to support the implementation of the program. • Prepare application materials using this guide and the PYP school guide to the authorization visit. • A pre-authorization/consultation visit may take place (at the discretion of the regional office). |

| Phase 3 | Final phase: school visit by an IBO visiting team | This phase involves the submission of PYP application form part B, the required supporting documentation and the application fee. A pre-authorization/consultation visit may occur during this visit. An authorization visit is carried out by an IBO visiting team. | Year 3 (2015-'16) | • Submit PYP application form part B. • Completed application package is reviewed by the regional office. • A pre-authorization/consultation visit may take place (at the discretion of the regional office). • Authorization visit by IBO visiting team. • Visiting team’s report submitted to the regional office, reviewed and sent to the IBO director general for final decision. |
**Instructional Methodology 2. Standards-Based Instruction**

Aligned with the five Interdisciplinary themes outlined above, every grade level teaches to these seven subject areas:

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A:</td>
<td>Language A:</td>
<td>Language A:</td>
</tr>
<tr>
<td>English 6</td>
<td>English 7</td>
<td>English 8</td>
</tr>
<tr>
<td>Social Studies 6</td>
<td>Social Studies 7</td>
<td>Social Studies 8</td>
</tr>
<tr>
<td>Science 6</td>
<td>Science 7</td>
<td>Science 8</td>
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<tr>
<td>Math 6</td>
<td>Math 7 or</td>
<td>Math 8 or</td>
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<tr>
<td></td>
<td>Math 8</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Language B:</td>
<td>Language B:</td>
<td>Language B:</td>
</tr>
<tr>
<td>Spanish or</td>
<td>Spanish or</td>
<td>Spanish or</td>
</tr>
<tr>
<td>Mandarin</td>
<td>Mandarin</td>
<td>Mandarin</td>
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<tr>
<td>PE and</td>
<td>PE and</td>
<td>PE and</td>
</tr>
<tr>
<td>Drama</td>
<td>Music</td>
<td>Art</td>
</tr>
</tbody>
</table>

Prepa Tec acknowledges the importance of the traditional disciplines of particular subject domains: language; mathematics; social studies; arts; science and technology; and physical education. The knowledge and skills that constitute the essence of each of these subject domains becomes the framework, or scope and sequence which set out the overall expectations for each subject within each grade level each year.

Prepa Tec scope and sequence will be designed around the school’s Program of Inquiry under the framework of the International Baccalaureate program and will be aligned with California Common Core State Standards. Training in the coordination and implementation of the CCSS will be ongoing and will commence prior to the start of the academic school year. As the IBMYP continues in development, the CCSS will serve as a foundation for the development of each component of the IBMYP. In all content areas, the pacing plan will be developed based on a systematic prioritization and clustering of the Common Core State Standards. As teachers develop their Program of Inquiry within and across grade-levels, special concern will be given to plan and introduce concepts at the most appropriate grade level. It is the goal of Prepa Tec to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of inquiry, teachers will look at their own grade level standards, in addition to the standards of the grades above and below them. (See the section on professional development for a description of how teachers will be trained and supported to do this work.)
Specifically, faculty will be trained to: (1) design standards-based instruction (using the principles of backwards design), (2) align appropriate assessments to the standards, (3) implement instructional activities that are aligned to standards and reflect research-based best practices including strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock, and 4) analyze student achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley, which indicates that these design strategies have proven to be successful in closing the achievement gap between higher and lower socio-economically disadvantaged students as well as our target population. The following provides a detailed description of the standards-based instructional design process to be implemented at Prepa Tec.

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

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

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

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

**Stage 2: Aligning Assessments (formative and summative) to Common Core Satare Standards**
Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

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

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

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs).
- Writing effective standards-based lesson plans.
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles.
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson).

All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in *Classroom Instruction that Works* (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:

- collaborative investigations and demonstrations
- mini-lessons that address specific skills within the context of larger projects
- giving guidance and adequate time to self-reflect and self-assess
- authentic assessments
- direct instruction
- research based projects
- cooperative group work and projects
- inter-disciplinary approaches to curriculum
- the presentation of clearly defined “Learning Targets” for all students by all teachers
- rubric self-assessment
the involvement of community members and educational partners in instructional presentation
mentoring program
peer study groups

**Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness**
Teachers will analyze achievement outcomes by:

- Using professional learning communities to collaborate on lesson planning and delivery
- Examining student work
- Analyzing achievement data from in-house and state-mandated tests

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels at Prepa Tec. Specifically; all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

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

**Scope and Sequence and Curriculum**
The next section provides a brief description of each core content area. A scope and sequence of detailed learning objectives for each area are found in the Appendix K. Furthermore, sample standards based units in each content area can also be found in the Appendix. As stated before, teachers utilize an interdisciplinary approach, in a standards-based system, supported by the instructional strategies described above. Each grade level has a developed pacing plan that encourages a vertically planned curriculum with consistent goals for grades 6-8. Teachers meet on a regular basis to evaluate the effectiveness of the curriculum. Prepa Tec reserves the right to modify the instruction program where necessary to serve the needs of the school community.

**Language A: English**
Grade 6 - Following the Common Core Standards through the lens of the IBMYP areas of interactions; reading, writing, listening and speaking skills are integrated in several IBMYP units through the year. Students will be guided to comprehend and analyze a variety of narrative, expository, and informational texts. Students will write multi-paragraph essays in the following genres: personal narrative, research report, response to literature, and persuasive writing. Direct capitalization, punctuation, spelling, usage, and grammar instruction will be included as needed to improve student writing and speaking. Vocabulary will be linked to literary selections and student writing. Students
will be guided and encouraged to use written and spoken language as a vehicle for thought, creativity, reflection, learning, and self-expression, and to develop a life-long love for reading.

Grade 7 - Following the Common Core State Standards with the integration of the IBMYP program; the course builds on and innovates the curriculum of the previous year. Students will learn and enhance knowledge in the four core skills of language arts: reading, writing, listening and speaking. They will accomplish this challenge by completing in-class and independent (at-home) reading and comprehension tasks; in-class writing and journal prompts; listening comprehension and vocabulary tasks; and in-class presentations that enhance and engage speaking abilities. Students will be guided through the writing process in order to complete the five major writing tasks of the year: expository, narrative, persuasive, research, and summarizing. Students will also show their knowledge through project-based learning assessments, the majority of which will be assessed using the IBMYP course rubric. Vocabulary and grammar will be linked to literary selections from Literature and Language Textbook, poetry selections, novels, newspaper articles, and other forms of media. Major works of the year include but are not limited to: The Midwife’s Apprentice by Karen Cushman and The Man Who was Poe by Avi.

Grade 8 - Following the Common Core State Standards, students will demonstrate knowledge of reading, writing, and spoken language. Students will read three novels (The Outsiders, To be a Slave, The Giver), one play, A Raisin in the Sun, read approximately ten short stories from the Literature Book, and read poems from different periods. Students will reinforce reading and writing skills by engaging, two days a week, in silent reading and journal writing, and they will also write essays in four genres: narrative, expository, persuasive, and research. They will have three on-demand essays and one essay as a writing process; throughout these writings, students will self-edit and peer edit essays. Students will be prepared for the 8th grade exit standards by learning how to organize their essay, use correct grammar, use correct style, and use and understand the correct content requirements. Students will also learn how to identify and use adverbs, phrases, clauses, and adjectives. MLA (Modern Language Association) format will be taught and used for bibliographies. Students will be required to do two current events a month, using summary and opinion; learn vocabulary words each week; and use those words in their writing. Students will be quizzed on the vocabulary words to ensure they understand the usage of each word. Students will write poetry, using music and poems. They will also use specific literary terms in their poems, demonstrating their knowledge of the terms. Projects will be assigned at the end of each unit, portraying understanding of the book.

Social Studies
Grade 6 - (World and Geography: Ancient Civilizations) In response to the Common Core State Standards in Literacy in History/Social Studies, students apply their literacy skills to enhance their learning about the people and events that ushered in the dawn of major Western and Non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China.
Grade 7 - (Medieval and Early Modern Times) The study of world history and geography continues with the examination of social, cultural, and technological change during the period A.D. 500-1789. The fall of Rome, study of Islam, a rising force in the medieval world, follows the spread of Islam through Africa; crosses the Atlantic to observe the rise of the Mayan, Incan, and Aztec civilizations; moves westward to compare the civilizations of China and Japan during the Middle Ages; returns to a comparative study of Europe during the High Middle Ages; with the turbulent age of Renaissance, Reformation, and Scientific Revolution that ushered in the Enlightenment and the Modern World.

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

Science
Grade 6 - (Earth Science) In response to the Common Core State Standards in Literacy in Science, students apply their literacy skills to enhance their learning; students are exposed to the physical processes that shape the Earth and the resulting formations. The main topics of study are: Earth’s structure, plate tectonics, shaping the Earth’s surface, energy in the earth’s system, resources and ecology. Students will be using the scientific method in laboratory situations to enhance understanding of these topics.

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

Grade 8 - (Physical Science) In response to the Common Core State Standards in Literacy in Science, students apply their literacy skills to enhance their learning; this course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The purpose is to give all students an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. Students will discover how science affects every aspect of their lives. Therefore, students will be provided practical and topical information for each item studied. Overall, the study of science should promote curiosity, questions, and a sense of wonder about the world in which we live.
Technology integration - In response to the Common Core State Standards in Literacy in Technical Subjects, students apply their literacy skills to enhance their learning. This course will involve using computer technology to generate solutions to real world problems or tasks. Projects will require students to demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, creativity and innovation. Students will specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, e-mail and applications for presentations and graphics. Additionally, students will understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship. Creation of project products will utilize the IBMYP design cycle as a tool to complete course projects. Students will be assessed through the IBMYP technology assessment criterion including the following aspects of the design cycle: investigate; design, plan, create; evaluate; and attitude. In this course students will be completing course work that will allow them to pursue their tenth grade IBMYP certificate.

**Math**

Grade 6 - This course is based on the Common Core State Standards and the fundamental principles of the IBMYP Program. The IBMYP uses a holistic approach, which allows the students to connect their learning to real-life and to see the interrelatedness of the different subjects. Students are encouraged to consider multiple perspectives in approaching problems and engage in routine problem solving. Students are encouraged to communicate ideas using appropriate mathematical language and visual representations in both oral and written explanations of ideas. Students will work on units involving the following strands of math: number sense; algebra and functions; measurements and geometry; statistics; data analysis; probability; and mathematical reasoning. The following topics will be addressed: number patterns and fractions; fraction and decimal operations; integers, expressions, and equations; ratios and proportions; percents; data analysis; probability; geometric figures; measurement and area, surface, area and volume; and introduction to graphing.

Math 7 - The seventh grade mathematics course is a two-semester course. It is based on both the Common Core State Standards and the fundamental principles of IBMYP. The IBMYP uses a holistic approach, which allows the students to connect their learning to real-life and to see the interrelatedness of the different subjects. Students are encouraged to consider multiple perspectives in approaching problems and to develop an intercultural awareness as they learn about their own and others’ cultures. Furthermore, students are encouraged to communicate ideas using appropriate mathematical language in both oral and written explanations of ideas. Based upon the Common Core State Standards for seventh grade, students should be able to: know the properties of, and compute with, rational numbers expressed in a variety of forms; use exponents, powers, and roots, and use exponents in working with fractions; interpret and evaluate expressions involving integer powers and simple roots; express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs; graph and interpret linear and some non-linear functions; solve simple linear equations and inequalities over the rational numbers; choose appropriate
units of measure and use ratios to convert within and between measurement systems to solve problems; compute the perimeter, area and volume of common geometric objects and use the results to find measures of less common objects; know how perimeter, area and volume are affected by changes of scale; know the Pythagorean Theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures; collect, organize and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program; make decisions about how to approach problems; use strategies, skills, and concepts in finding solutions; and determine a solution is complete and move beyond a particular problem by generalizing to other situations.

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

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

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

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

**Physical Education and Health**

Grades 6-8 - The focus of this course is to develop an appreciation and understanding of physical education and its relationship to a healthy, balanced lifestyle. Through various activities, guided by the California Content Standards, students will work to develop: positive habits of health and wellness; their optimal level of physical fitness; effective communication strategies (verbal, non-verbal, and written); the ability to reflect critically; and an international perspective on activity, health, and sport.

**Visual and Performing Arts**

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

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

By the end of the year-long sixth grade course, students will have developed a personal appreciation for theatre, developing strong skills in acting for the stage, learning the history of theatre, script writing for performance, collaborative activities leading to school events/local festivals, and connecting and applying what they learn across subject areas. Throughout the course, students will be required to have and maintain their Developmental Workbook. Learning will incorporate the IBMYP fundamental concepts of holistic learning, intercultural awareness, and communication. Through learning activities students will develop as internationally minded people, who recognize their common humanity and shared guardianship of the planet. Learning activities in this class are structured to incorporate the California content standards with the MYP aims and objectives.

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

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

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

**Language A: English**
- 6th Grade
  - McDougal Littell adoption
  - Each textbook offers website support and resources
- 7th Grade
  - McDougal Littell Literature and Language Arts text
  - McDougal Littell Language Arts Interactive Reader
  - classzone.com
  - Novels

**ELD**
- Person Shining Star
- Includes systematic, explicit reading and writing instruction
technology component to support acquisition of English

8th Grade
- McDougal Littell Literature and Language Arts text
- McDougal Littell Language Arts Interactive Notebook
- classzone.com
- Novels

Social Studies

6th Grade
- In ancient history, lessons are from TCI/History Alive! series
- Each textbook series offers website support and resources
- TCI/History Alive! http://www.teachtci.com

7th Grade
- lessons are from TCI/History Alive! text
- Each textbook series offers website support and resources
- TCI/History Alive! http://www.teachtci.com

8th Grade
- lessons are from TCI/History Alive! text
- http://www.teachtci.com

Science

6th Grade – Earth Science
- CPO Science
- Laboratory work

7th Grade – Life Science
- CPO Science
- Laboratory work

8th Grade – Physical Science
- CPO Science
- Laboratory work

Mathematics

6th Grade
- Holt McDougal Mathematics – Course 1 and Course 2
- Homework Assignment Workbook
- Intervention Workbook
- http://my.hrw.com

7th Grade
- Holt McDougal Pre-Algebra and Algebra I text
- Holt Pre-Algebra Workbook
- Student Composition Book
- http://my.hrw.com

8th Grade
- Holt McDougal Algebra I text – Prentice-Hall: CA Geometry All-in-one Text
- Holt Pre-Algebra I Workbook
- Student Composition Book
Language B: Foreign Languages
- 6th Grade
  - McGraw-Hill Como te va?
- 7 and 8th Grade
  - McDougal Little En Espanol Uno! And McGraw-Hill Mi Mundo
  - Various workbooks, audio CDs, and other materials
- 6-8th Grade
  - Chinese Mandarin textbook will be adopted

Physical Education
- Academic reading selections on a weekly basis

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

School Calendar and Daily Schedule
Prepa Tec will operate on a 182 instructional day calendar. Classes will begin at 7:50 am and end at 2:50 pm. Every Wednesday will be a minimum day with classes beginning at 7:50 am and ending at 1:30 pm to allow teachers time for professional development.

With this daily schedule and the bell schedule outlined below, Prepa Tec will meet or exceed the minimum daily instruction minutes for grades 6-8 of 320 minutes. Prepa Tec will be in compliance with Education code 46201 and the required number of instructional days of 175/180 days for a 6-8 middle school.

School Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCHOOL DAYS</th>
<th>NON-INSTRUCTIONAL DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 5-9</td>
<td>0</td>
<td>Aug 5-9 New Teach PD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aug 13,14,15 Parent Orientation(evening);</td>
</tr>
<tr>
<td>Aug 12-16</td>
<td>0</td>
<td>Aug 12-16 Teacher PD</td>
</tr>
<tr>
<td>Aug 19-23</td>
<td>5</td>
<td>Aug 19 - 1st day of School</td>
</tr>
<tr>
<td>Aug 26-30</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Sept 2-5</td>
<td>4</td>
<td>Sept 6 - Labor Day</td>
</tr>
<tr>
<td>Sept 16-20</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Sept 23-27</td>
<td>5</td>
<td>End Progress Report Period</td>
</tr>
<tr>
<td>Sept 30-Oct 4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Oct 7-11</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Date Range</td>
<td>Days</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Oct. 14-18</td>
<td>5</td>
<td>End of First Report Period</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>41</td>
<td>End of First Report Period</td>
</tr>
<tr>
<td>Oct 21-25</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Oct 28 – Nov 1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Nov. 4-8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Nov 11-15</td>
<td>4</td>
<td>Nov 11 Veteran's Day; Nov 13 End of Prog. Report Period</td>
</tr>
<tr>
<td>Nov 18-22</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Nov 25-29</td>
<td>3</td>
<td>Nov 28-29 - Thanksgiving Holidays</td>
</tr>
<tr>
<td>Dec 2-6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Dec 9-13</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Dec 16-19</td>
<td>4</td>
<td>Dec. 20 - Semester Break; Teacher work day</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>41</td>
<td>End of Second Report Period</td>
</tr>
</tbody>
</table>

**END OF FIRST SEMESTER**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Days</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 23-27</td>
<td>0</td>
<td>Winter Break (Dec 24-25 Class. &amp; Admin Holidays)</td>
</tr>
<tr>
<td>Dec 30-Jan 3</td>
<td>0</td>
<td>Winter Break (Dec 31-Jan 1 Class. &amp; Admin. Holidays)</td>
</tr>
<tr>
<td>Jan 6-10</td>
<td>3</td>
<td>Jan 5-6 - SB1193 Staff Development Days</td>
</tr>
<tr>
<td>Jan 13-17</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Jan 20-24</td>
<td>4</td>
<td>Jan. 20 M.L. King Holiday</td>
</tr>
<tr>
<td>Jan 27-31</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Feb 3-7</td>
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</tr>
<tr>
<td>Feb 10-14</td>
<td>5</td>
<td>End Progress Report Period</td>
</tr>
<tr>
<td>Feb 17-21</td>
<td>4</td>
<td>Feb 14 - President’s Holiday</td>
</tr>
<tr>
<td>Feb 24-28</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>March 3-7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>March 10-14</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>46</td>
<td>End of Third Report Period</td>
</tr>
<tr>
<td>March 17-21</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>March 24-28</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>March 31-April 4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>April 7-11</td>
<td>0</td>
<td>Spring Vacation (April 7-11 Class. &amp; Admin. Holidays)</td>
</tr>
<tr>
<td>April 14-18</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>April 21-25</td>
<td>5</td>
<td>End Progress Report Period</td>
</tr>
<tr>
<td>April 28-May 2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>May 5-9</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>May 12-16</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Bell Schedule and Required Instructional Minutes

The number of instructional minutes for grades 4 to 8, inclusive, of 54,000 minutes as required by the State's Education Code Section 47612.5 (a)(1) will be met and or exceeded for all subject areas by all Prepa Tec students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literacy</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Foreign Language</th>
<th>PE</th>
<th>Total Daily Minutes</th>
<th>Total Annual minutes (based on 144 full days and 36 Shortened Wednesdays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>120</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>370/(320W)</td>
<td>64,780</td>
</tr>
<tr>
<td>7</td>
<td>120</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>370/(320W)</td>
<td>64,780</td>
</tr>
<tr>
<td>8</td>
<td>120</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>50/(30)</td>
<td>370/(320W)</td>
<td>64,780</td>
</tr>
</tbody>
</table>

Bell Schedule Approach

The bell schedule described below reflects a thoughtful design intended to maximize the academic success of all students. Specifically, the plan is to have the core content areas taught at approximately the same time in all grade levels. This structure will allow for maximum flexibility in regrouping, peer tutoring, and other strategies to meet the needs of students at different levels of proficiency.

A different bell schedule is provided for Wednesdays, which will be an early-release day used for teacher professional development and collaboration. Physical Education and Art will either alternate or be integrated into other parts of the curriculum on that day.

Teachers will integrate art instruction into their core content units at first. Eventually, as the school adopts the IB program, separate art classes may be made available to students. A physical education teacher will rotate through each grade level, providing valuable planning and collaboration time for teacher while their students are in PE. All students will receive PE a minimum of two times per week, mainly during the last period of the day time.

Daily Bell Schedule: Monday, Tuesday, Thursday and Friday
### Daily Bell Schedule: Wednesday Minimum Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50 AM - 8:00 AM</td>
<td>Opening Activities</td>
</tr>
<tr>
<td>8:00 AM - 10:00 AM</td>
<td>Period 1 (Language A: English) – 120</td>
</tr>
<tr>
<td>10:02 AM –10:52 AM</td>
<td>Period 2 (Social Studies) – 50</td>
</tr>
<tr>
<td>10:52 AM - 11:12 AM</td>
<td>Nutrition</td>
</tr>
<tr>
<td>11:14 AM – 12:04PM</td>
<td>Period 3 (Math) - 50</td>
</tr>
<tr>
<td>12:06 PM - 12:56 PM</td>
<td>Period 4 (science) - 50</td>
</tr>
<tr>
<td>12:56 PM –1:36 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:38 PM - 2:28 PM</td>
<td>Period 5 (Language B: Spanish/Mandarin) - 50</td>
</tr>
<tr>
<td>2:30 PM – 3:20 PM</td>
<td>Period 6 (Physical Education/Art) – 50</td>
</tr>
<tr>
<td>3:20 PM</td>
<td>Dismissal</td>
</tr>
<tr>
<td>3:20 PM – 6:00 PM</td>
<td>After School Program</td>
</tr>
</tbody>
</table>

### Intervention and Extended Day Instruction: 3-Tier Response to Intervention

To begin the cycle, we look at interim assessment data for students achieving far below their peers or not making enough progress in the classroom to catch up to their peers. Upon referral from the subject teacher for either educational or behavioral challenges, a Student Study Team (SST), consisting of the Principal, a peer teacher, the subject teacher, Resource Specialist, will write an Individualized Learning Plan for these students that details classroom modifications, as well as, in school and after school intervention programs. These students will be placed in a Tier 3 grouping for further intensive interventions as decided by the SST, which will include computer lab on-line intervention program, such as Study Island. The bell schedule will be utilized to maximize the opportunities for regrouping students and providing targeted services and curriculum as needed. Students performing below grade level are reassessed in eight weeks to see if meaningful progress has been made. If so, interventions can be either stopped or modified as needed. If not, the Student Study Team will revisit and possibly revise the Individualized Learning Plan, and a second round of interventions begins. If
the second round of interventions fail to help catch up the student, they may enter into the Special Education assessment process.

The process of looking at interim assessment data and formulating a proper ILP takes practice and will be the focus of both in formal professional development and ongoing collaborative discussions. Our teachers will spend a significant amount of time analyzing overall class performance to identify key instructional areas of focus for the whole class and for individual or small groups of students. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students’ problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

Instructional Methodology 3. Character Development
Prepa Tec will promote a culture of academic responsibility, which is a vital component of the IBMYP philosophy. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, to help to create a better and more peaceful world. This culture will emerge
at the earliest grades as children begin to understand and act upon the following attributes of the Learner Profile.

*IB learners strive to be: Reflective, Inquirers, Communicators, Caring, Risk-takers, Thinkers, Balanced, Open-minded, Knowledgeable, and Principled. The vitality and energy of this educational model erupts from within the children as they identify within themselves these expectations of a “Learner.”*

IB Learner Profile

<table>
<thead>
<tr>
<th>Quality</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>Are Curious, Independent Learners; Love Learning</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Explore Concepts and Ideas, Acquire In-Depth Knowledge, Develop Understanding</td>
</tr>
<tr>
<td>Thinkers</td>
<td>Think Critically and Creatively; Make Reasoned, Ethical Decisions</td>
</tr>
<tr>
<td>Communicators</td>
<td>Understand and Express Ideas Confidently and Creatively; Work Effectively and Willingly in Groups</td>
</tr>
<tr>
<td>Principled</td>
<td>Act with Integrity and Honesty; Take Responsibility for Actions</td>
</tr>
<tr>
<td>Open-minded</td>
<td>Understand and Appreciate One’s Own and Others’ Cultures, Traditions, Perspectives</td>
</tr>
<tr>
<td>Caring</td>
<td>Show Empathy, Compassion, Respect Toward Others; Commit to Service</td>
</tr>
<tr>
<td>Risk-Takers</td>
<td>Approach Unfamiliar Situations With Courage and Forethought; Bravely and Articulately Defend One’s Beliefs</td>
</tr>
<tr>
<td>Balanced</td>
<td>Are Physically, Intellectually, Emotionally Balanced</td>
</tr>
</tbody>
</table>

Each pillar will be the focus of a particular time of the year (1-2 months) and will be integrated into the curriculum and addressed through school-wide assemblies, programs, and incentives for students who demonstrate those traits. Prepa Tec will also
pursue further staff and teacher training and curriculum resources on the MYP character education pillars.

**Instructional Methodology 4. Community Participation**

The IB cycle of action moves children from academic understanding to application and action within their world community. This cycle begins with comprehensive and empathetic learning as the students reflect upon their personal responsibility to what they now understand. This reflection leads to student-identified action, reaching out into their community through service. The interface of these five essential elements: *concepts, knowledge, skills, attitudes, and action* in combination give students the opportunity to:

1. gain knowledge that is relevant and of global significance
2. develop an understanding of concepts, which allows them to make connections throughout their learning
3. acquire interdisciplinary and disciplinary skills
4. develop attitudes that will lead to international-mindedness
5. take action as a consequence of their learning

Community service is an important part of Prepa Tec and the International Baccalaureate Program. IB Middle Years students are required to complete 25 hours of service each year. Service may be completed in the summer prior to the beginning of school. Students need to document hours and write their reflections on the Community Service Log. The signature of the supervising adult must be part of the documentation. Completed Community Service Logs are to be turned in at the end of the quarter.

- In general, activities will not be performed in private residences unless part of a group undertaking (for example, Habitat for Humanity)
- The adult certifying the activity must be present while the activity is being performed (unless it is a parent)
- The activity will involve interaction with others
- Community service activities will not include any activity from which the student is rewarded either financially
- or with some other benefit (for example, extra credit for a class)
- All forms of duty within the family (for example, mowing the lawn, fixing the house, or making dinner) will not be used for community service.
- Community service activities will be part of an academic assignment for a class, but classes can do group activities for community service

<table>
<thead>
<tr>
<th>Examples of Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scouting for food bank</td>
</tr>
<tr>
<td>Helping teachers</td>
</tr>
<tr>
<td>Scout mulch deliveries</td>
</tr>
</tbody>
</table>
Playing instrument in church | Face Painting at fair | Washing neighbors cars for free
---|---|---
Library volunteer | Peer mediation | Taking care of plants for absent neighbors
Peer tutor | Winter concerts | Neighbors
Cleaning parks | Park Cleanup | Soup kitchen
Babysitting | Work at homeless shelter | Summer folder stuffing
Volunteer at art festival | Counselor at bible camp | Homework shop
Camp counselor | Cleaned up playground | Book fair volunteer
Helped Brownies | Walk for the Homeless | Grading papers
Chorus concert | Picked up trash on bike path | Picked up litter
Veterinary volunteer | Bake/donate cookies | Helped at bake sale
Visit to nursing home | School gardening | Red Cross club
Helped the disabled

### G. Addressing the Needs of all Students

#### Socioeconomically Disadvantaged Students

As previously stated, Prepa Tec is designed to serve all students, including those who would be at risk of achieving below basic proficiency on state exams. Based on the surrounding elementary schools, our target population is 44.1% English Learner (“EL”) and 92.8% Free and Reduced Lunch (“FRL”). As discussed above, we will identify at-risk students based on the data collected through standardized tests scores, exiting records, services provided at their previous schools, interviews with their parents and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Please see the section in Student Outcomes on *Measuring Student Progress* for details on planned assessments. We believe that our students will progress from low-achieving to grade level proficiency and ultimately high-achieving during their time at Prepa Tec, over a three year period. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

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

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

Research indicates that children from low-SES households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). Prepa Tec anticipates that 92.8% or more of our students will be eligible for free and reduced lunch and nearly 44.1% will be EL students. These challenges present the possibility that many of our students are considered “at-risk” of failing. Our core program is geared to assist students in this group to achieve success. We will utilize strategies listed below to improve academic performance.

Strategies to Improve At-Risk Performance

1. Early Detection. Prepa Tec will use diagnostic assessments in Reading, Writing, and Math to help us identify struggling students within the first four weeks of school, and every two months thereafter.
2. Individual Learning Plans. Prepa Tec will use the ILP system to track a student’s work over time for students falling below our academic expectations. The ILP will be used with at-risk students to allow teachers to collaborate on best processes and successful past interventions with this student. The ILP will be updated with objectives for students determined to be academically at-risk focused on allowing them to make expected grade-level gains.
3. Family Communication. We will inform the families as soon as we become concerned about performance. Our parents sign a significant Commitment Letter (see Appendix), committing to help their student get through these times. We will share formal strategies parents can use at home to help their child.
4. Teacher Collaboration. Teachers will gather regularly to compare their student data, discuss students, and discuss/provide instructional strategies, interventions and enrichment.
5. Focused Instruction. The standard Prepa Tec instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. For example, in a Writer’s Workshop, there may be a group of fifth graders still working on the basics of capitalization and punctuation. Others will be focused on more advanced grammatical issues in their writing like subject/verb agreement or plurals. Still others will be working on
creating better Story Maps to make it easier for them to write a new story. By focusing on at least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.

6. **Direct Intervention.** Despite the significant amount of individualization built into the Prepa Tec curriculum, some students may need more. Teacher Assistants, under the direction of the subject teacher and oversight by the Principal, will provide direct intervention to the bottom quartile of our students during the after-school program each day.

7. **Ongoing Assessment.** Data is gathered both through frequent interim assessments performed in the subject areas. Teachers will have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention. The ILP will be updated to identify if intervention has been successful or if additional intervention is necessary.

8. **A Commitment to Each Student.** The Prepa Tec mission is to provide a world-class education to each student by bringing all students to grade level and above grade level as our staff will provide a structured program that will help each student succeed in Math, Reading, Writing and more.

**Gifted and High Achievers**

Ultimately, we expect that all students at Prepa Tec will achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on *Measuring Student Progress* for details on the means of assessment currently planned. Through the ILP process, advanced students will receive the same individualization that lower achievers receive. This individualization will be delivered in the small group work done in classrooms with teachers, and the group activities planned by teachers.

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

1. **Early Detection.** Prepa Tec will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first four weeks of school and monthly thereafter. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used.

2. **Individual Learning Plans.** Prepa Tec will use the ILP system to track a student’s work over time for students achieving significantly above grade level. The ILP will be used with high-performing students to allow teachers to collaborate on best processes and successful past enrichment activities with these students. The ILP will be updated with objectives for students determined to be high-achieving to allow them to continue with their current above-average gains.

3. **Family Communication.** We will inform the families as soon as we are sure of the child’s performance. Our parents sign a significant Commitment Letter (see Appendix), committing to help their student.
4. **Teacher Collaboration.** At least once a month, grade-level teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment.

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

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

**English Language Learners**
Prepa Tec will follow all applicable laws in serving its EL students. EL students at Prepa Tec will be served by full inclusion in the classroom with small group and individual customization in the classroom and through the after school program.

Prepa Tec will administer the home language survey upon a student’s initial enrollment into the school (see Appendix). All students who indicate that their home language is other than English\(^1\) will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31\(^{st}\) until reclassified as fluent English proficient.

Prepa Tec will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Pedagogically, we will integrate the English Language Development with California’s Common Core State Standards. The most important aspect of these standards in our opinion is to help the teacher level their instruction appropriately for children at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced stages during lesson planning. In the Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing. Thus, much of our Literacy blocks in the early development will be focused on oral language development and comprehension activities. We anticipate selecting one or more providers for vocabulary rich leveled readers that can help us use the context of a story to build the vocabulary of our Beginning ELs.

\(^1\) The thirty-day testing timeline is for students entering a public school in California for the first time or who have never been CELDT tested. Students who have already been enrolled in a California public school who have also been CELDT tested will be tested on the annual schedule.
Oral Language will be part of our monthly evaluation of students. This assessment will be particularly critical to assessing the development of our ELs in early language acquisition stages, since poor oral comprehension and communication can limit reading comprehension and writing abilities. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used *Measuring Student Progress* later in this document.

In Science and Social Studies, we intend to focus on hands-on and project-based curriculum in order to build our students’ curiosity about these subjects. We will then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will make significant gains in their Science and Social Studies knowledge.

Structurally, Prepa Tec will run a full-inclusion program for our EL students. SDAIE strategies will be incorporated in all elements of curriculum delivery. EL students will not be in sheltered or bilingual instruction classes at Prepa Tec. From the first day of school, EL students will be immersed in English, with the Spanish language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. All Prepa Tec teachers will engage in professional development focused on English language development processes and strategies.

Students will receive a score identifying their English proficiency level according to the following five levels of proficiency based on the ELD State Standards:

- **5. Advanced**: “Communicates effectively with various audiences on a wide range of familiar and new topics.”
- **4. Early Advanced**: “Begins to combine the elements of English language in complex, cognitively demanding situations.”
- **3. Intermediate**: “Begins to tailor the English language skills they have been taught to meet their immediate communication needs.”
- **2. Early Intermediate**: “Starts to respond with increasing ease to more varied communication tasks.”
- **1. Beginning**: “May demonstrate little or no receptive or productive English skills.”

Our goal is to help our EL students make rapid progress out of levels 1, 2 and 3 and into levels 4, 5 and eventually to re-designation. Our experience and research shows that once a child reaches the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work. In order to help our EL students master listening, speaking, reading and writing in English by seventh grade, Prepa Tec students will be immersed in English, with the Spanish language support they need to learn the language. We believe that the most effective instructional approach for a school with a
moderate EL population is to embed English Language Development (ELD) principles in all aspects of the curriculum. Prepa Tec is currently investigating using Pearson Longman’s *Shining Star* for upper elementary EL students going into sixth grade and for those students moving on to 7th and 8th grade. This is a research-based ELD curriculum, which has proven results with ELL students. *Shining Star* helps older students develop content-area academic vocabulary. ELD instruction will take place throughout the subject areas and will receive greater focus during Language Arts. Students involved in intensive ELD instruction will receive instruction at a time that non-EL students are participating in independent work.

The LAUSD ELD Handbook will be used as a resource guide for curriculum planning. Prepa Tec teachers will be trained to use the English Language Development standards of the state. Where possible our teachers will participate in any available workshops organized by the Los Angeles County Office of Education or LAUSD for ELD teachers. Prepa Tec will follow the following steps in reclassifying English Language Learner students:

1) Review the annual CELDT results for English-language proficiency. In order to be reclassified, a student must meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. If the student meets this criterion, we will move on to the next step in the reclassification process. Otherwise the student will remain as an English learner.

2) The second step in the reclassification process is to review the comparison of performance in basic skills. This review focuses on the student’s results on the latest CST in English-language arts. If the student attains at least “basic” on the results of the latest CST we will move on to the next step in the decision process. If this criterion is not met, the student will remain an English learner.

3) Review teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school which include the student’s grades in English Language Arts. If the student attains a grade of at least “c” we will move on to the next step in the reclassification process. If not, the student will remain an English learner.

4) Receive parental opinion and consultation. If the student has satisfied all criteria for reclassification, then we will notify parent(s) and guardians of their rights to participate in the reclassification process. Finally, the student would be reclassified to fluent English proficient (RFEP). As part of this process, parents and guardians are notified, and school records are updated. RFEP students will be placed on a maintenance program and monitored for two consecutive years through benchmark and classroom assessments in Language Arts to be certain the student’s academic achievement and progress is continuing.

English Learner Instruction*
Prepa Tec is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) 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), Prepa Tec shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

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

Prepa Tec shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Prepa Tec shall administer the CELDT annually. Prepa Tec shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Special Education Program*
A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and Prepa Tec Los Angeles Charter regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Prepa Tec will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Prepa Tec 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 § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall 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 have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements
All charter schools chartered by 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 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 eighteen statically 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 Plans (“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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
• Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
• CBEDS, which is due at the end of October of Each School Year.
• All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
• Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

H. A Day in the Life
The daily life of a Prepa Tec student is structured so that he/she may be able to get the most out of what our school has to offer - a world-class education delivered through an integrated International Baccalaureate Middle Years Program and a Common Core State Standards-based curriculum.

When walking onto the campus of Prepa Tec you will see a clean building with a small playground on the side. As you enter the main office you will see hall bulletin boards with parent information regarding upcoming parent education nights, important school dates, the school’s mission, vision and values and other community information. Parent volunteers will be seen assisting the office staff and teachers with clerical responsibilities. Each visitor will receive a warm welcome and greeting from a member of the office staff.

Once signed in and after receiving a visitor’s pass, visitors would walk around the campus and be impressed by the level of engagement of the students, as they follow their daily schedule and move from class to class. The visitor would in most likelihood be led on a tour by the students themselves, and they would see pre-teens, who are typically uninterested in academic work, organized in teams and actively participate in discussions in small groups, interacting with one another and with the teacher, in the process of addressing one of the IB challenge questions – “why does creativity matter in mathematics?”. They would see pre-teens engaged in hands-on projects, doing research projects, writing analytical comparisons, reading texts and making interdisciplinary connections. The visitors would see objects and charts on the walls memorializing students’ discussions in every academic subject. They would see a “History Wall,” which is a time line illustrating the student’s learning over time, aligned to California State Standards. Everywhere there would be evidence of high-level student performance, such as reflections, self-assessments and journals. Throughout the school there would be a feeling of safety, respect and involvement, on the part of every child and every adult. Most of all, the visitors would leave asking themselves enviously why, when they were preteens, they didn’t get to attend a school like Prepa Tec.
I. Recruiting Highly Qualified Teachers
Prepa Tec teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”).

Accordingly, a teacher of the core academic subjects (ELA, Math, Science, Social Studies) must have:

1. a bachelor’s degree;
2. a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential;
3. demonstrated core academic subject matter competence. Demonstrated core academic subject competence for the elementary grade is done through CCTC’s approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”) in addition to all single subject credentialed teachers shall be certified NCLB Highly Qualified

Prepa Tec shall comply with Education Code Section 47605(l), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Teachers will be 100% CLAD certified or in the process of obtaining CLAD certification. See section D in Element 5 for more information on recruitment and retention strategies.

J. Professional Development
Prepa Tec will provide extensive professional development opportunities to our teachers and staff. Professional development will be based on collaboration and teacher leadership tailored to the needs of teachers and their students. Driven by school data, the Leadership Team will create a professional development based on responses to staff evaluations, teacher input based on students’ academic needs, feedback from grade level teams, and school initiatives such as standards-based instruction, IB, character education, and community participation.
Key elements of professional development at Prepa Tec include identifying instructional needs through data analysis, differentiated professional development for teachers at different levels of experience, and providing time and resources for teachers to share and reflect on best practices. Structured time for professional development and collaboration is built into the calendar through a weekly early release day (see the bell schedule for more information). Weekly meeting times will rotate between staff meetings, full staff professional development, and cluster meetings for grade level or subject area teams to look at student work together and modify instructional plans accordingly. In order to build in-house expertise on a variety of topics, funds are allocated in the budget for teachers to attend outside workshops and institutes. Teachers are expected to bring knowledge and skills back and share with their colleagues.

2013-2014 Professional Development Days:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
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| August 12 and 13, 2013 | Orientation and team building  
Faculty handbook  
Grading policies  
Teacher evaluation  
ELL students  
Special Education students |
| August 14       | Backward Design Day 1 (Standards, Assessment)                          |
| August 15       | Backward Design Day 2 (Articulating expectations)                      |
| August 16       | Character Education, Community Participation                           |
| August 17       | No school – self study                                                 |
| August 18       | No school – self study                                                 |
| August 19       | Backward Design Day 3 (creating the learning environment/ classroom set-up) |
| August 20       | School Open                                                            |
| On-going        | IB Training, HR, Data, other instructional strategies                  |

Wednesdays – Proposed Monthly Professional Development Rotation:

- 1st Wednesday (whole staff): Focus on school/ classroom student achievement data/examining student work, grading and reporting
- 2nd Wednesday (grade level teams): Collaborative planning on standards-based curriculum.
- 3rd Wednesday (individual): Goal setting, professional development conferencing (with Principal), planning time
- 4th Wednesday (varies): Focus on individual students (learning plans, SSTs, etc.)

**IB Implementation Professional Development**

As described earlier, all teachers receive ongoing training form the International Baccalaureate Organization as well as on-site expert driven training on how to implement the school instructional approaches such as backwards design and IB
K. Implementation Plan and Timeline
As demonstrated in the implementation timeline, Prepa Tec is deeply committed to fulfilling every part of our educational program. At the same time, we recognize the need for a strategic and progressive approach that will ensure that all initiatives can be implemented effectively and with fidelity, without overwhelming the staff or students. For
example, the process of becoming an IB certified school is time-consuming and complex, and we do not expect to be fully IB certified until our fifth year of operation. However, the educational program will not wait for the fifth year to effectively meet the needs of all students. As early as year 1, we will make sure that all courses are standards-based, and that teachers are consistently employing effective research-based instructional strategies to reach learners at every level. IB is not the curriculum. IB is a philosophical approach to the curriculum that promotes high standards, international-mindedness, thematic integration, and rigorous assessment. Our educational program will demonstrate these values from day one, and as our teachers become trained in IB curriculum development and instruction, they will integrate those strategies into their existing standards-based repertoire.

Likewise, character education and community participation will begin as school-wide programs, and will be progressively integrated into the curriculum as teachers have increasing opportunities to engage in professional development and collaboration around these initiatives. Below is our program implementation time line.
<table>
<thead>
<tr>
<th>Initiative</th>
<th>20013-14</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB</td>
<td>Level 1 teacher training. Teachers have created at least one interdisciplinary Unit.</td>
<td>Level 2 Teacher Training Assessments reflect IB criteria</td>
<td>All instructional units created reflect IB interdisciplinary approach</td>
<td>IB Visit and Authorization</td>
<td>LAUSD World IB School Certification</td>
</tr>
<tr>
<td>Common Core State Standards-based instruction</td>
<td>Instruction is standards-based in all content areas: Teachers create annual standards-based pacing plans and units for at least one content area (math or ELA). Pacing plans for other content areas provided to teachers based on state-adopted curriculum and an analysis of state standards.</td>
<td>Teachers create and use annual standards-based pacing plans and units for at least three content areas (math, ELA, and one other). Other content areas guided by state-adopted curriculum. All teachers have unit boards and daily objectives posted and use those to frame instruction each day.</td>
<td>Full Trial IB implementation: Teachers implement and use annual standards-based pacing plans and units for all content areas (math, ELA, and one other).</td>
<td>This will be determined by the IBO</td>
<td>This will be determined by the IBO</td>
</tr>
<tr>
<td>Character Education</td>
<td>Each of the six pillars of character is a focus for 1-2 months of the year: - A school bulletin board is dedicated to that pillar. - An assembly focuses on the character trait. - Students awards.</td>
<td>Year 1 initiatives continue. Each grade level integrates at least one pillar into their curriculum for a particular unit or set of units.</td>
<td>Full Trial IB implementation: Every teacher implements all six pillars into their curriculum, infused within several units and across content areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Participation</td>
<td>Participation of community members into the school is established by creating a parent association, volunteer activities, field trips to local community organizations or institutions, such as the local fire station or library, among other activities to instigate community participation. All students complete their “service project” requirement. Year 1 initiatives continue. All teachers will integrate at least one service project into their curriculum as model. Each grade level will conduct a joint service project that impacts the community outside of the school.</td>
<td>Year 1 initiatives continue.</td>
<td>Full Trial IB implementation: Year 1 initiatives continue. All teachers will integrate at least one service project per semester into their curriculum (serving the school or surrounding community) as model.</td>
<td>This will be determined by the IBO</td>
<td>This will be determined by the IBO</td>
</tr>
</tbody>
</table>
**ELEMENT 2: Measurable Student Outcomes**

“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.” Ed. Code § 47605 (b)(5)(B)

**A. School Outcome Goals**

Prepa Tec will be proactive in systematically tracking student progress towards standards proficiency. In addition to state-mandated summative assessments, Prepa Tec will regularly administer internal assessments. This internal documentation may include, but is not limited to diagnostic assessments such as curriculum-embedded diagnostic and benchmark assessments, Individual Education Plan (IEP) goals, Individual Learning Plan (ILP) goals, and other methods by which student progress may be assessed.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet or exceed the average API of Comparison Demographically Similar Schools (as defined by the LAUSD Goal for 2013-14 is an API of 720 and a growth rate of 10 points each following year)</td>
<td>API</td>
<td>Test Administered in May/June annually. Results reviewed in Aug/Sept annually</td>
<td>parents/guardians, staff, Board of Trustees, community, SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Meet AYP measures required by NCLB</td>
<td>AYP</td>
<td>Test Administered in May/June annually. Results reviewed in Aug/Sept annually</td>
<td>parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Percent of students scoring proficient or above in Math and Language Arts will meet or exceed the average proficiency of the Comparison Demographically Similar Schools (as defined by the LAUSD).</td>
<td></td>
<td>Each year in August / September</td>
<td>parents/guardians, staff, Board of Trustees annually performance report to LAUSD</td>
</tr>
</tbody>
</table>

- California Standards Test (CST) STAR, California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) for English, Math
- Curriculum embedded assessments in Reading, Writing, and Math.
- Diagnostic and benchmark measures of
| All English Learners will progress at least one level overall on the CELDT per year. | CELDT  
- Curriculum embedded assessments in Reading, Writing, and Math.  
- Diagnostic and benchmark measures of gains in Math and ELA | Test Administered in Sept/Oct each year. Results reviewed in February | parents/guardians, staff, Board of Trustees, community, SARC, annual performance report to LAUSD |
| Meet or Exceed federally defined Annual Measurable Achievement Objectives (AMAO) for ELs – 46% to reach Level 3 High on English language attainment after 3 years of enrollment:  
  - Meet AMAO 1: 8 percent of ELs demonstrating attainment of English proficiency.  
  - Meet AMAO 2: 26 Percent of ELs demonstrating attainment of English proficiency  
  - Meet AMAO 3: 46 Percent of ELs demonstrating attainment of English proficiency | CELDT  
- Curriculum embedded assessments in Reading, Writing, and Math.  
- Diagnostic and benchmark measures of gains in Math and ELA | Test Administered in Sept/Oct each year. Results reviewed in February | parents/guardians, staff, Board of Trustees, community, SARC, annual performance report to LAUSD |
| Special education-designated students will make progress toward the learning goals as outlined in their Individualized Education Plans. | IEP  
- Curriculum embedded assessments in Reading, Writing, and Math.  
- Diagnostic and benchmark measures of gains in Math and ELA | IEP Goals Annually per the IEP schedule | parents/guardians, teachers, administrators |
| At least 96% student attendance | Student records of Annual Average Daily Attendance (ADA) | Each year in July | parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD |
| Higher teacher retention rate and higher teacher attendance rate than the average LAUSD elementary school | Teacher attendance records and annual retention rate | Each year in July | parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD |
Parent satisfaction rate of 85% or greater
Annual parent survey
Each year in March

B. Pupil Outcome Goals
Prepa Tec commits to a rigorous focus on achievement standards in the key academic areas. Students will meet or exceed the state standards where they have been established in the following areas:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MEASURABLE OUTCOMES</th>
<th>ASSESSMENT TOOLS</th>
<th>MONITORING TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A</td>
<td>• Read grade level material and expository text&lt;br&gt;• Enjoy and appreciate a variety of literary genres&lt;br&gt;• Develop grade level vocabulary with associated meaning and transfer into written text&lt;br&gt;• Ability to sequence a story, recall details and summarize main ideas.&lt;br&gt;• Write compositions with appropriate grade level conventions of writing&lt;br&gt;• Competence in oral presentations</td>
<td>-Report Cards with ILP-developed proficiency goals&lt;br&gt;-California Standards Test, California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA)&lt;br&gt;-Student ILPs&lt;br&gt;- nationally normed reading assessment tool&lt;br&gt;-Student self-assessment&lt;br&gt;-Peer assessment&lt;br&gt;-Student journals&lt;br&gt;-Writing Standards Assessment&lt;br&gt;-Oral Presentation&lt;br&gt;-Published Writing&lt;br&gt;-Standards-based unit assessments&lt;br&gt;- Project-based Assessments&lt;br&gt;-Summative Content-Specific Assessments (Teacher Developed)</td>
<td>Every Quarter&lt;br&gt;-Report Cards&lt;br&gt;Beginning of the Year&lt;br&gt;-Student ILPs&lt;br&gt;-Diagnostic Reading Assessment (DRA) or similarly nationally normed reading assessment tool&lt;br&gt;Ongoing&lt;br&gt;-Student self-assessment&lt;br&gt;-Peer assessment&lt;br&gt;-Student journals&lt;br&gt;-Writing Standards Assessment&lt;br&gt;-Oral Presentation&lt;br&gt;-Published Writing&lt;br&gt;-Standards-based unit assessments&lt;br&gt;Monthly&lt;br&gt;-Diagnostic Reading Assessment (DRA) or similarly nationally normed reading assessment tool&lt;br&gt;- Project-based Assessments&lt;br&gt;Every 6 Weeks&lt;br&gt;-Summative Content-Specific Assessments (Teacher Developed)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Develop basic grade level computational and procedural skills&lt;br&gt;• Analyze problems and frames the appropriate operations to solve the</td>
<td>-Report Cards with ILP-developed proficiency goals&lt;br&gt;-California Standards Test California Modified Assessment (CMA), and the California Alternate Performance Assessment</td>
<td>Every Quarter&lt;br&gt;-Report Cards&lt;br&gt;Beginning of the Year&lt;br&gt;-Student ILPs&lt;br&gt;-Diagnostic Ongoing</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Science</strong></td>
<td></td>
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</tr>
<tr>
<td>- Develop grade level chronological and spatial skill in relationship to historical knowledge</td>
<td>- Participate in hands-on, grade level investigative experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Exhibit an understand of research based evidence, points of view their impact on forming personal opinion</td>
<td>- Learn to hypothesize and evaluate data throughout the scientific process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identify key historical events and their relationship to current cultural and social norms</td>
<td>- Learn to use technology in support of scientific research</td>
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<tr>
<td>- Synthesis information from a variety of cultural and historical sources</td>
<td>- Master foundational scientific facts appropriate to grade level</td>
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<tr>
<td>- Understand the democratic process and their responsibility to civic values</td>
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<tr>
<td>- Obtain a factual and conceptual understanding of history, social studies, geography and other social sciences.</td>
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</tr>
</tbody>
</table>

- Report Cards with ILP-developed proficiency goals
- Curriculum-embedded assessments
- Student ILPs
- Student self-assessment
- Peer assessment
- Student journals
- Standards-based unit assessments California Standards Test for 8th Grade
- California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA)
- Project-based Assessments
- Summative Content-Specific Assessments (Teacher Developed)
- Every Quarter
- Report Cards
  - Beginning of the Year
  - Ongoing
  - Summative Content-Specific Assessments (Teacher Developed)

- Report Cards with ILP-developed proficiency goals
- California Standards Test
- Curriculum-embedded assessments
- Student ILPs
- Science Fair Exhibits
- Standards-based unit assessments
- Project-based Assessments
- Summative Content-Specific Assessments (Teacher Developed)
- Every Quarter
- Report Cards
  - Beginning of the Year
  - Ongoing
  - Summative Content-Specific Assessments (Teacher Developed)
<table>
<thead>
<tr>
<th>Understanding</th>
<th>- Summative Content-Specific Assessments (Teacher Developed) Annually -Science Fair Exhibits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop ability to ask higher order questions motivation students to investigate further</td>
<td></td>
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<tr>
<td>• Receive focused instructions in:</td>
<td></td>
</tr>
<tr>
<td>o Life Sciences</td>
<td></td>
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<tr>
<td>o Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>o Earth Sciences</td>
<td></td>
</tr>
<tr>
<td>o Scientific Process</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual and Performing Arts (VAPA)</th>
<th>-Student performances -Student art portfolios</th>
<th>Bi-annually -Student performances -Student art portfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Process, analyze, and respond to sensory information through the literature and skills unique to the visual arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Create, perform, and participate in the visual arts</td>
<td></td>
<td></td>
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<tr>
<td>• Understand the historical contributions and cultural dimensions of the visual arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Respond, analyze, and make judgments about works in the visual arts</td>
<td></td>
<td></td>
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<tr>
<td>• Make connections between visual arts and other subject areas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character Development</th>
<th>- Teacher Observations - Student ILPs - Student Self-Assessment -Student-led activities</th>
<th>Beginning of the Year - Student ILPs Ongoing - Teacher Observations - Student ILPs - Student Self-Assessment Bi-annually -Student-led activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students can articulate and demonstrate what it means to be a: a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open-minded, Caring, a Risk-taker, Balanced and Reflective (International Baccalaureate Learner Profile)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will understand that these values are the basis for productive and peaceful interactions in all social contexts from local to global levels (i.e. family, school, neighborhood and with people from all nationalities and cultures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will collaborate and work effectively with others in a cooperative group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language B</th>
<th>- Read subject level material Report Cards with ILP-</th>
<th>Every Quarter</th>
</tr>
</thead>
</table>

- 64 -
and expository text  
- Enjoy and appreciate a variety of literary genres  
- Develop subject level vocabulary with associated meaning and transfer into written text  
- Ability to sequence a story, recall details and summarize main ideas.  
- Write compositions with appropriate subject level conventions of writing  
- Competence in oral presentations  

<table>
<thead>
<tr>
<th>developed proficiency goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Curriculum-embedded assessments</td>
</tr>
<tr>
<td>- Student ILPs</td>
</tr>
<tr>
<td>- Student self-assessment</td>
</tr>
<tr>
<td>- Peer assessment</td>
</tr>
<tr>
<td>- Student journals</td>
</tr>
<tr>
<td>- Project-based Assessments</td>
</tr>
<tr>
<td>- Summative Content-Specific Assessments (Teacher Developed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-Report Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
</tr>
<tr>
<td>- Student self-assessment</td>
</tr>
<tr>
<td>- Peer assessment</td>
</tr>
<tr>
<td>- Student journals</td>
</tr>
<tr>
<td>- Writing Standards Assessment</td>
</tr>
<tr>
<td>- Oral Presentation</td>
</tr>
<tr>
<td>- Published Writing</td>
</tr>
<tr>
<td>- Unit assessments Monthly</td>
</tr>
<tr>
<td>- Diagnostic Reading Assessment</td>
</tr>
<tr>
<td>- Project-based Assessments Every 6 Weeks</td>
</tr>
<tr>
<td>- Summative Content-Specific Assessments (Teacher Developed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inquiry and Higher Order Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will set personal learning goals and monitor progress towards those goals</td>
</tr>
<tr>
<td>- Students demonstrate the ability to ask probing and thoughtful questions</td>
</tr>
<tr>
<td>- Students will identify, access, integrate and use available informational resources, including technological sources</td>
</tr>
<tr>
<td>- Students are enthusiastic and engaged in the learning process</td>
</tr>
<tr>
<td>- Students demonstrate the ability to plan, initiate and complete a project including self-reflection and evaluation</td>
</tr>
</tbody>
</table>

| - Teacher Observations |
| - Peer Assessments |
| - Student-led activities |
| - Project-based assessments |
| - Rubrics |
| - Portfolio |
| - Self Assessment |

| Ongoing |
| - Teacher Observations |
| - Peer Assessments |
| - Self Assessment |
| - Project-based assessments |
| - Rubrics |

| Bi-annually |
| - Student-led activities |
| - Portfolio |

<table>
<thead>
<tr>
<th>Community Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All students engage in at least one meaningful community service event per year as indicated by the MYP rubric</td>
</tr>
<tr>
<td>- Students develop a positive disposition towards community service and choose to engage in service independently</td>
</tr>
</tbody>
</table>

| - Event attendance log |
| - Student surveys |
| - Project-based assessments |

| Ongoing |
| - Event attendance log |
| - Student surveys |
| Bi-annually |

| - Project-based assessments |

**Growth Targets**  
Data compiled from surrounding public elementary schools from target community indicates an average API score of 791. Traditional public middle schools average API
score of 728. Given that Prepa Tec is challenged with meeting and exceeding the educational outcomes demonstrated by the surrounding school’s API scores, Prepa Tec expects to meet or exceed the surrounding schools’ average API score after its first year. Thereafter, the goal is to increase the API score by 5 to 15 points each year above the average scores. By the fourth year of operation Prepa Tec will have an API score exceeding the surrounding school’s API scores by more than 50 points, as well maintaining our AYP growth as outlined in NCLB.

Additionally, 2011 data indicates that 41% of all students in surrounding schools are proficient or advanced proficiency in English Language Arts and 53.4% of all students in surrounding schools are proficient in Mathematics. With a goal of 95% student participation in CST testing, Prepa Tec expects to meet the proficiency levels for ELA and Mathematics standards by its second year. By the time Prepa Tec students advance to the 8th grade, we will strive to have 100% of all students proficient or above in English Language Arts and 100% of all students proficient or above in Mathematics.

<table>
<thead>
<tr>
<th>Prepa Tec Targets</th>
<th>avg. # of Students Tested</th>
<th>avg. API score</th>
<th>avg. API State Ranking</th>
<th>avg. Similar Schools Rank</th>
<th>avg. % F &amp; RL</th>
<th>% Hispanic</th>
<th>% ELL</th>
<th>% Special Ed Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD Middle Schools</td>
<td>2187</td>
<td>704</td>
<td>2</td>
<td>4</td>
<td>93</td>
<td>99</td>
<td>22</td>
<td>11</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELA proficient</td>
<td>33</td>
<td>33</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Math proficient</td>
<td>28</td>
<td>28</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>Prepa Tec</td>
<td>168</td>
<td>720</td>
<td>2</td>
<td>4</td>
<td>98</td>
<td>99</td>
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<td>12</td>
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<tr>
<td></td>
<td>ELA proficient</td>
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<td>38</td>
<td>7</td>
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<tr>
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<td>33</td>
<td>9</td>
<td>9</td>
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<tr>
<td>Prepa Tec</td>
<td>336</td>
<td>730</td>
<td>3</td>
<td>5</td>
<td>98</td>
<td>99</td>
<td>42</td>
<td>12</td>
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<tr>
<td></td>
<td>ELA proficient</td>
<td>48</td>
<td>48</td>
<td>17</td>
<td>19</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Math proficient</td>
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<td>48</td>
<td>19</td>
<td>19</td>
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<tr>
<td>Prepa Tec</td>
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<td>740</td>
<td>4</td>
<td>5</td>
<td>98</td>
<td>98</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>ELA proficient</td>
<td>53</td>
<td>53</td>
<td>22</td>
<td>24</td>
<td></td>
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<tr>
<td></td>
<td>Math proficient</td>
<td>57</td>
<td>57</td>
<td>24</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepa Tec</td>
<td>504</td>
<td>750</td>
<td>6</td>
<td>8</td>
<td>98</td>
<td>98</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>ELA proficient</td>
<td>58</td>
<td>58</td>
<td>27</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math proficient</td>
<td>63</td>
<td>63</td>
<td>29</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math proficient</td>
<td>63</td>
<td>63</td>
<td>29</td>
<td>31</td>
<td></td>
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</tr>
<tr>
<td>Prepa Tec</td>
<td>504</td>
<td>760</td>
<td>7</td>
<td>8</td>
<td>98</td>
<td>98</td>
<td>42</td>
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<tr>
<td>ELA proficient</td>
<td>63</td>
<td>63</td>
<td>30</td>
<td>32</td>
<td></td>
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<tr>
<td>Math proficient</td>
<td>70</td>
<td>70</td>
<td>34</td>
<td>36</td>
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A. Assessment Methodology and Philosophy
Our assessment methods are based on the following beliefs:

1. Authentic: Student assessments must be authentic. Prepa Tec will use the Backward Design planning model to ensure assessments measure the actual learning that has taken place in the classroom. Within this model, pretests will be given, learning outcomes established, and assessments will be designed before any learning activities are introduced. Teachers need to specifically know what skills and information they want their students to attain before they can design the learning steps necessary for achievement. Because of this, there will be less “textbook developed” tests and more project-based assessments.

2. Multiple Measures: Just as students have many different learning styles, they also respond differently to different forms of assessments. Prepa Tec will therefore ensure a variety of assessments (i.e. content-specific tests, observations, projects, standardized tests, classroom discussions, and presentations) will be used to determine student achievement. This multiple measures approach will improve the reliability of assessment data.

3. On-going: Students need on-going assessments in order to ascertain whether skills and knowledge have been truly internalized. Teachers will use formative (specific skills), summative (overall concepts), and portfolio assessments as evidence of student achievement. This compilation of student data will be used to drive instruction, confer with parents, and set learning goals within and across grade levels.

4. Informative: Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

Assessment Design
The student performance and assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of Student Involved Classroom Assessment, 3rd ed., 2001. Stiggins’ work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Teachers will be trained to identify the exact achievement target that is required by each content standard. Those tools and resources will allow them to determine the most appropriate type of assessment to measure student mastery of a given standard. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products.
Cumulative ILPs will include self-selected works that exemplify mastery of standards-based content knowledge and skills. Standards-based report cards will be issued on a quarterly basis accompanied by detailed teacher narratives.

B. Mandated Assessments
As is required by the California Department of Education, students will also participate in the STAR (CST, CMA, CAPA and STS) and all other mandated accountability programs (CELDT, etc.). Prepa Tec will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will Prepa Tec become complacent with the examination of assessment findings. The goal will be continuous improvement to achieve the highest quality educational program that is possible. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Testing*
Prepa Tec agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Prepa Tec does not test (i.e., STAR, CELDT, CAHSEE) with the District, Prepa Tec hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

C. Data Management and Analysis
STAR data will be used to help the school plan meet its API growth goals. Prepa Tec will utilize PowerSchool as a school information system (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. The staff will be trained on how to interpret standardized test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.
Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will Prepa Tec become complacent with the examination of assessment findings. The goal will be continuous improvement to achieve the highest quality educational program that is possible. As previously mentioned, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

D. Use and Reporting of Data
Prepa Tec will be a data-driven school, based on ongoing formative and summative assessments, observation and teacher reporting. Data will be collected about student performance in all CA Common Core subject areas, including Language Arts, and Math, and Social Studies. Data includes:

- Current student reading levels as measured by basic comprehension of leveled and grade level books.
- Student mastery of oral language objectives until they become fluent English speakers through use of the chosen state approved text assessments.
- Student mastery of individual skills in reading comprehension, grammar, vocabulary, spelling, fluency, and writing through chosen state approved text and unit assessment tests.
- Periodic (at least monthly) in-class assessments of students skills in reading through Diagnostic Reading Assessment test covering the five core components of literacy – phonemic awareness, phonics, fluency, vocabulary, and comprehension- at minimum for six grade students.
- California state approved Math textbook computation and assessment tests
- Standards Based Performance Assessment for Mathematics (Math application and logical reasoning exam).

As discussed in the professional development section, teachers will develop the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges.

Student progress towards standards mastery will be documented three times annually in standard-based report cards. Parent-teacher conferences will be held at least twice per school year and more often on an as-needed basis. Teachers will share students’ academic, social, emotional, and physical progress with parents. All students will be given the opportunity to participate in conferences to reinforce their participation in the learning process.

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. Prepa Tec will collect annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.
The school will develop an annual performance report based upon the data compiled. The report will also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section.

- An analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a charter school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.

- A summary of major decisions and policies established by the Board during the year.

- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.

- Data regarding the number of staff working at the school and their qualifications.

- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.

- Information demonstrating whether the school implemented the means listed in charter to achieve a racially and ethnically balanced student population.

- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.

- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

- Other information regarding the educational program and the administrative, legal and governance operations of the school relative to compliance with the terms of the charter generally.

It is recognized and agreed by Prepa Tec that the District may make unplanned and unscheduled random inspections of the School at any time.

**Testing**

Insert the following LAUSD required language: “Prepa Tec agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Prepa Tec does not test (i.e., STAR, CELDT, CAHSEE) with the District, Prepa Tec hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as to the Charter School.”
ELEMENT 4: Governance

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

A. Description of Organization
Prepa Tec will be a directly funded independent charter school and will be constituted as part of a California Nonprofit Public Benefit Corporation pursuant to California law.

Prepa Tec will operate autonomously from the District, with the exception of the supervisory oversight, as required by statute, and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), Los Angeles Unified School District shall not be liable for the debts and obligations of Prepa Tec, operated as part of a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by its parent corporation as long as the District has complied with all oversight responsibilities required by law. (See Appendix for Articles of Incorporation, Corporate By Laws for Prepa Tec)

Prepa Tec and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Prepa Tec will comply with the Brown Act.

Members of the Prepa Tec’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

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

Grievance Procedure for Parents and Students
Charter School will 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.
Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**
Prepa Tec will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries**
Prepa Tec and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Prepa Tec and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**Notifications**
Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Prepa Tec.

**B. Governance Structure**
Prepa Tec will be operated by a private non-profit public benefit corporation, Alta Public Schools, organized under the Non-profit Public Benefit Corporation Law of California, with specific purpose of exclusively establishing and operating charter schools pursuant to applicable federal, state and municipal laws and regulations relating to public agencies and charter schools.

The Board of Directors of Alta Public Schools will govern Prepa Tec and other charter schools under the corporation. The current Founding Board has seven (7) voting members, with several advisors and with additional board positions available for community members. One of these available Board positions is for an LAUSD representative, and one is reserved for a parent representative when the school opens or when identified. Current officers include Jeffrey Phillips, President; Mildred
Cunningham, Secretary; and, members-at-large include Edith Morris, Robert Cano, Bobbi Shimano and parent representative Ricardo Ortega.

Current areas of expertise to fulfill the mission and vision of the school for our students among the board members include education management and instruction, real estate and construction, public relations and marketing, business management, grant writing, school development, legal services, accounting and finance, non-profit community development and non-profit compliance.

The Board composition will be:

1. One parent of each charter school
2. Two to Seven community members
3. One LAUSD non-voting member, pursuant to EC 47604(b)

The following are persons of the board of directors for Prepa Tec with their respective Expiration of Terms:

<table>
<thead>
<tr>
<th>Name</th>
<th>Expiration</th>
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<tbody>
<tr>
<td>Edith Morris</td>
<td>July 1, 2013</td>
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<tr>
<td>Mildred Cunningham</td>
<td>July 1, 2013</td>
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<tr>
<td>Jeffrey Phillips</td>
<td>October 1, 2013</td>
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<tr>
<td>Robert Cano</td>
<td>April 1, 2014</td>
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<tr>
<td>Bobby Shimano</td>
<td>June 1, 2015</td>
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<td>Ricardo Ortega</td>
<td>December 1, 2012</td>
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**The Decision-making Process**

To ensure the school's ongoing success, the Board of Directors will provide external accountability, internal oversight and leadership, including leading the annual internal audit. The Treasurer or an appointed board member will be the lead contact person for the independent auditor, the State and the District in matters related to the audit. The audit will be conducted using the California Charter School K-12 Audit Guide regulations and a report will be submitted to the chartering agency, county office of education, State Department of Education, and the State Controller’s Office. The Board will meet monthly, unless otherwise directed, to review Prepa Tec's gains and provide support in achieving short-term and long-term goals set by the school.

The Administrator and the Principal will manage the day-to-day operations of Prepa Tec. They will collaborate with an Executive Committee, which will include members from each stakeholder group, i.e., the Administrator, the Principal and representatives from the faculty, classified staff, and parent groups. The Executive Committee will be charged with collaborative leadership advising the Administrator of direction and challenges associated with the overall operation of the school.

The Executive Committee will be responsible for:

- Facilitating communication among all committees
- Ratifying, at the school level, all decisions/policies brought forth by all other committees
• Mediating disagreements among committees and assist in consensus-building
• Interpreting and developing school policy
• Focusing school-wide decision-making on shared vision

The Principal will manage the day-to-day operation of the instructional program and instructional staff. The Principal will create and lead specific committees, which will include all stakeholders of the instructional program. The Principal will create parent and teacher committees, for example, per grade level to oversee the implementation and development of a certain grade level. Each grade level will select teachers and parents to serve on these committees and all representatives will be selected on an annual basis. Parents will elect representatives to serve on the Executive Committee and other grade level and school-wide committees. The decision-making line of command or organizational chart for Prepa Tec is outlined below.

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

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

C. Meetings
Article VII, Section 15 of the Bylaws state that “Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.” It is the prerogative of the Board to meet as they see necessary. In the early stages of development, the Board realizes how important it is to create dialogue and the necessary actions needed to create a successful school. Public meetings will be held, therefore, once each month and all Board committees may meet in the interim and may make recommendations to the Executive Committee and subsequently to the Board. All Board and Board committees will abide by the laws pertaining to open public meetings, such as the California Brown Act.

Meetings of the Board of Directors will be held at such times and places to best accommodate the public. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief description of each item of business to be acted upon or discussed at the meeting. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after a 24 hour notice is given to each Director and to the public through the posting of an agenda. Agendas will always be posted in areas that are convenient for viewing for staff, students, parents and the general public. Meeting minutes of these meetings will be recorded and filed in the administration office and accessible for viewing or reproducing for the general public upon request.

D. Process for Selecting Board Members and Creating Policy
The current Board members are the Founding Board of Prepa Tec. Board members and officers will be elected at the annual meeting each year. Before the annual meeting, a Nominating Committee of three Board members will nominate qualified candidates for a
Board vote to serve three-year terms of office or until a successor is elected. Any candidate may be nominated by members of the school community and stakeholders and provide that name to the Nominating Committee. As indicated in the bylaws in Article VII, Section 3, “Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) year(s) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered as drawn by lot with four (4) seats serving a three (3) year term and three (3) seats serving a two (2) term.” The Board will elect officers beginning with the President, Secretary and Treasurer, and can create Officers of the Corporation as it sees necessary.

The duties of the President include:
- Responsible to the Board on all operational issues
- Advisor to the Board on all significant matters of the Corporation's business
- Oversight and implementation of all orders and resolutions of the Board
- Represent the Corporation within the boundaries of policies and purposes established, including the LAUSD
- Update and inform Board of staff performance as related to program objectives

The duties of the Treasurer include:
- Oversight of all books and records of accounts and business transactions
- Oversight of all deposits and disbursements of money and valuables
- Oversight of formation and function of annual audit committee findings and reporting
- Serve as a liaison to the LAUSD on issues related to fiscal matters

The duties of the Secretary include:
- Book of minutes, and proper noticing for all meetings
- Brown Act training
- Serve as a liaison to the LAUSD on issues related to policy and records

The duties of the Board include:
- Promote, guard and guide the mission and vision of the school
- Hire and evaluate the Administrator
- Hire, promote, discipline and dismiss all employees after consideration of a recommendation by the Administrator or Principal
- Approve all contractual agreements and investments of funds
- Approve and monitor the implementation of all general policies
- Approve and monitor the annual budget
- Act as a fiscal agent, which includes the receipt of funds for operations
- Contract with an expert external auditor to produce an annual financial audit
- Regularly measure progress of both student and staff performance
- Develop, review, or revise performance measures, including school goals
- Develop the school calendar and schedule of Board meetings
- Develop Board of Directors policies and procedures
• Review requests for out of state or overnight field trips
• Participate in the dispute resolution and complaint procedures when necessary
• Approve charter amendments
• Approve annual fiscal audit and performance report
• Approve personnel discipline (suspensions or dismissals) as needed
• Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions
• Create officers or committees as needed, including but not limited to, hiring committees, compensation committees and an audit committee

The duties of the Executive Committee include:
• Monitor the business operations of the school, including reviewing financials
• Ensure compliance with key measures of accountability
• Implement all Board policies for the school
• Oversight of parent and community involvement
• Implement and review personnel policies
• Identify and recommend issues to be brought to Board for ratification

Process for Charter Amendments
To create policy change or enter into matters that take more than one year to execute or that involve more than $25,000 shall only be approved by a passage of a 2/3 majority vote by the Board. Changes that materially change the approved charter petition shall be submitted to the district within 30 days. Any school policy change can result from discussions brought by students, parents, faculty or staff, through the advisory committees or councils of the school or Principal or through any other form brought to the Board’s attention.

Process for Budget Approval
Our budgeting process will take the opportunity to target resources towards intended results. Meaning, it will be our mission in the budgeting process to help all decision makers make informed choices about the provisions of service and capital assets and to promote stakeholder participation in the process.

Our budget process will serve to fulfill our legal fiduciary requirement that will culminate in our yearly audit. The process will serve to further evaluate our operational processes and provide a vehicle for accountability, planning, conflict resolution and informational requirements.

Every year after the first year’s approved budget, the budgeting process will begin in January of the subsequent fiscal year. The process will:

1. Stakeholder input – January and February
   a. Long term and short term goals overview
   b. Staff financial workshops and policies
2. Operating and budget impacts – January and February
   a. Proposed preliminary budget
b. Strategic plans
3. Adopt budget – February
   a. Administrator and back office provider/accountant present to Board
   b. Board deliberations
4. Monitor results – ongoing starting July
5. Adjust as necessary – ongoing starting July

E. Complying with the Brown Act
During the term of the charter, Alta Public Schools, a Charter Management Organization and Prepa Tec’s governing non-profit corporation, will comply with the provisions of the Brown Act and Government Code 1090, regarding conflict of interest and “open meeting laws”. Prepa Tec will comply with all laws, including federal laws and regulations and state codes as they pertain to charter schools.

Alta Public Schools will hold trainings on the Brown Act before Prepa Tec opens in September 2013 and every year after to comply with all laws relating to public agencies in general, all federal laws and regulations and state codes.

F. How Hiring Decisions are Made
The governing Board of Prepa Tec will hire the Administrator. The Administrator will hire the Principal and the operations and business staff. The Principal will hire all teaching and instructional program staff. All staff will potentially be recruited from the annual California Charter Schools Job Fairs or from a candidate pool that has been created by teachers, the Principal or the Administrator.

To hire the Administrator an announcement will be placed in multiple locations and a pool of potential candidates will be interviewed by an Ad Hoc committee created by the Board to make a recommendation to the full Board for approval.

To hire the Principal an announcement will be placed in multiple locations and a pool of potential candidates will be interviewed by the Executive Committee and will make a recommendation to the Administrator for approval with final oversight and ratification by the Board.

To hire teachers, the Principal will recruit prospective teacher candidates and will set up meetings for interviews. The Principal will create a Personnel Committee made up of teachers and parents that will give input as to the potential for each candidate as part of the teaching staff at Prepa Tec. The Board also reserves the right to designate any Board or staff member to sit in on hiring interviews. The Principal has the ultimate responsibility for hiring the teachers and educational program support staff with a ratifying vote of the Board. Before the final list is presented to the Board, the Principal would have conducted background checks and checked references.
G. Parent Involvement
Prepa Tec understands that parental involvement in the life of the school is essential to the success of the school. Prepa Tec made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional program. Prepa Tec will encourage parents to participate in the school by:

- Signing a commitment with the school, after the student is enrolled, that will encourage each parent to participate in the life of the school at least 20 hours/year. These volunteer hours are not a condition of enrollment or continued enrollment. Alternative methods to fulfilling hours, such as in-house reading time or Saturday and holiday school cleanup days, will be provided for those parents that can’t meet their commitment due to hardship conditions. Parents will be notified of these alternatives on a case-by-case basis through an in-person meeting with the Principal. Parents may opt out of their volunteer hours by marking “opt out” in the Volunteer Hours Commitment form. For those parents that choose to “opt out,” no consequences will be given. Volunteering is only a form of teambuilding and not a condition for enrollment. Alternatives to volunteering during school hours and non-school hours include:
  - Saturday school clean up days
  - Holiday school clean up days
  - In-home reading time with school students
  - In-home teacher grading or translating
  - In-home trip scheduling
  - In-home communications with other parents

- Taking part in the Parent Council and other parent and school-wide committees, such as the executive and fundraising and curriculum committees. In these committees parents will be encouraged to make recommendations on any and all matters related to the strengthening of the Prepa Tec community
- Taking part in weekly parent informational meetings and workshops that will be held to assist parents in supporting their children’s experience at Prepa Tec
- Taking part in the creation of a monthly newsletter created for parents by parents
- Taking part in the creation of a Parent Center dedicated to parent learning. The Parent Center will be a space where parents gather to take part in life-learning opportunities, such as English as a Second Language, computers, or child development.
“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

A. Assurances
Prepa Tec agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. The school will conform to the legal requirement that all teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Prepa Tec will maintain current copies of all teacher credentials and will be made readily available for inspection. The Principal and the Office Manager will have the responsibility to monitor teacher credentials. Paraprofessional employees (TAs) will assist with instruction and will also meet the minimum NCLB requirements; AA degree or have completed two years of college with a minimum of 60 semester units from a college or university. Prepa Tec will take all steps necessary to actively recruit fully credentialed teachers through EdJoin, the California Charter School Association, the Charter School Development Center, Careerbuilder.com and other local vehicles.

Prepa Tec believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

B. Projected Hiring Assumptions
The first year of operations, Prepa Tec assumes it will employ one (1) Administrator; one (1) Principal; seven (6) school teachers for 6th grade; one (1) p/t Special Education specialist; one (1) office manager; three (3) p/t Teacher Assistants; (1) yard and nutrition assistant; and one (1) custodian.

Prepa Tec employees will receive compensation depending upon experience and job responsibilities. Teachers will be compensated based on the LAUSD salary pay scale for starting teachers. All full time staff of Prepa Tec will be eligible for all health benefits provided, including a $3 Million professional liability insurance coverage, per incident. Additional and specific personnel policies, including calendar, work day/year, sick days, personal days, and procedures for disputes will be further developed and ratified, from time to time, by the Executive Committee. Recommendations will be presented to the Board for review and approval on an annual basis and codified in an Employee Handbook. A first draft of the Employee Handbook can be found in the Appendix.
C. Qualifications and Duties
The first year of operations, Prepa Tec assumes it will employ an Administrator, Principal, teachers, Special Education specialist, office manager, office assistant, teacher assistants, yard personnel and a custodian.

The Administration at Prepa Tec shall include the Administrator, Principal and any other necessary staff who would report to the Administrator, such as an Office Manager.

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

The ADMINISTRATOR
The primary objective of operations management at Prepa Tec is to utilize resources effectively by aligning all financial, funding, physical plant, and data collection practices with the educational improvement strategies of the school.

The Administrator is qualified to prioritize and fulfill the following job responsibilities:

General Relations
- Ensures proactive clear communication with Principal, Staff, and Board
- Updates the Prepa Tec community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or school values

Board Relations
- Works with Principal, Board and attends all Board meetings
- Provides the Board “The Administrator’s Report,” a complete written status report to be presented at all regularly scheduled Board Meetings

District and Community Relations
- Works with District to secure needed resources
- Networks with community funding resources

Parent Relations
- Leads, and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Encourages and motivates parent participation to meet volunteer hour requirements
• Conducts surveys for parent feedback and publishes results in the school newsletter

**Staff Relations**
• Maintains positive environment
• Acts as liaison/mediator between all members of the Prepa Tec community
• Clarifies and resolves personnel issues

**Supervision**

**Staff Supervision**
• The Administrator oversees the Principal and the Office Manager and other administrative positions to ensure completion of all job responsibilities
• Provides opportunities for teacher leadership
• Articulates an active supervision model which encourages high staff performance
• Oversees administration staffing responsibilities
• Creates and updates an Employee Handbook which includes personnel policies
• Ensures adequate staffing and training for planned extended day program

**School Supervision**
• Ensures campus safety and orderliness
• Creates and implements a school wide emergency plan
• Ensures compliance with school safety needs

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

**Special Education Supervision**
• Supports Principal which holds Special Ed Specialist accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

**Parent Education**
• Facilitates parent education and parent involvement in school culture
• Facilitates educational workshops based on need for parents and volunteers

**School Committees and Parent Groups**
• Attends meetings of parent groups and business committees
• Provides support and timely information to facilitate the achievement of committee goals

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

**Program Quality Review**

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

**Business Management Responsibilities**

**Development**

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

**Finance and Accounting**

- Creates and manages budget with direction from Board, Budget and Executive Committees
- Creates detailed reports on school’s financial status and submit at regularly scheduled Board Meetings
- Manages payroll and benefits
- Manages contracts

**Physical Plant**

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

**Data Management**

- Oversees maintenance of website and school network
- Oversees the acquisition and training of school Student Information System
- Oversees the gathering, analysis, interpretation and reporting of data
- Oversees records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Oversees attendance reporting process in order to maximize funding

**Provides leadership by:**

- Advocating and supporting the philosophy, mission, and direction of the school in the school and greater community
Garnering support and commitment for the Prepa Tec mission and vision, and IBMYP program from staff, students, parents, and the community

Implementing program initiatives through appropriate professional staff development

Promoting a team environment by implementing a shared decision making process agreed upon by all stakeholders

**Overall Qualifications:**

- Masters Degree in Education or equivalent or
- Demonstrated experience in the leadership and management
- At least 5 years experience in the field of charter school education
- Demonstrated organizational development leadership
- Experience in school finance and nonprofit management
- Demonstrated expertise in partnership development and fundraising
- Knowledge of and experience in school governance
- Experience in and knowledge of IB education
- Demonstrated commitment to continuous improvement process and utilization of data in school improvement
- Background Clearance from FBI/DOJ
- TB Clearance

**The PRINCIPAL**

The Principal will be responsible for the achievement of the mission and vision of Prepa Tec through successful implementation of the educational program.

The Principal will have knowledge of:

**Curriculum Development**

- English Language Learner education, approach, and curriculum
- Special Education
- Curriculum development in conjunction with State standards
- District and national assessment tools
- Alternative assessment models, and

**Methods and Practices**

- Guides teachers in individualizing the curriculum and/or creating units
- Classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum
- Continues to develop own expertise and knowledge of educational and administrative practices

**Staff Development**

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

**Behavior Support**
- Supports teachers in student behavior management
- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed

**Parent Education**
- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers

**Communication Responsibilities**

**General Relations**
- Ensures proactive clear communication with Administrator, Staff, and Board
- Updates the Prepa Tec community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or values of the school

**Board Relations**
- Works with Administrator, Board and attends Board meetings
- Provides the Board “The Principal’s Report,” a complete written status report to be presented at all regularly scheduled Board Meetings

**District and Community Relations**
- Supports the Administrator working with District to secure needed resources
- Supports the Administrator working in networking with community funding resources

**Parent Relations**
- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation to meet volunteer hour commitments

**Staff Relations**
- Maintains positive environment
- Acts as liaison/mediator between all members of the Prepa Tec community
- Clarifies and resolves personnel issues

**Supervision**

**Staff Supervision**
- The Principal hires and oversees the instructional staff, educational consultants and yard positions to ensure completion of all job responsibilities
- Evaluates teachers and provides feedback
- Provides opportunities for teacher leadership and grade level committees
• Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
• Oversees instructional staffing responsibilities
• Monitors that all teachers are properly credentialed
• Assists in the creation and updates an Employee Handbook which includes personnel policies
• Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
• Ensures adequate staffing and training for planned extended day program

School Supervision
• Provides support and ensures campus safety and orderliness
• Provides support to create and implement a school wide emergency plan
• Ensures compliance with school safety needs

Special Education Supervision
• Meets regularly with on-site special education personnel
• Requests monthly report from special education personnel outlining the amount of time each has spent with special ed students and parents as correlated with IEP mandates
• Holds special ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

School Committees and Parent Groups
• Attends meetings of parent groups, instruction and executive committees
• Provides support and timely information to facilitate the achievement of committee goals

Strategic Planning Responsibilities
• Provides support for an Annual Needs Assessment based upon the previous year’s Annual Performance Audit, which measures student and staff performance
• Leads the school in assessing instructional long- and short-term needs based on staff, committee, and community input
• Articulates the means by which the school’s instructional programs can be developed to realize the charter’s vision
• Communicates and collaborates with school community to meet instructional planning needs

Program Quality Review
• Applies for WASC Accreditation
• Conducts Instructional Self-Study and Report Generation
• Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

Business Management Responsibilities
Development
• Identifies grant sources and provides support for the execution process
• Provides support for school-wide fundraising opportunities
• Provides support in motivating school community to develop fundraising opportunities
• Provides support in networking possible funding sources
• Provides support in creating database of contributors and contacts
• Provides support in integrating fundraising/development efforts into the long term goals of the school
• Provides support in finding resources within parent community to support development efforts
• Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

Finance and Accounting
• Provides support in creating instructional budget with direction from Board, Administrator, Budget and Executive Committees
• Manages instructional contracts, such as with independent contractors that provide reading intervention

Physical Plant
• Provides support and interfaces with building management
• Provides support in maintaining code compliance
• Provides support in implementing computer technology maintenance and support
• Provides support in purchasing and inventory

Data Management
• Provides support in maintenance of website and school network
• Provides support in the acquisition and training of school Student Information System
• Provides support in the gathering, analysis, interpretation and reporting of data
• Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
• Provides support in attendance reporting process in order to maximize funding

Provides leadership by:
1. Advocating and supporting the philosophy, mission within the Prepa Tec staff, students, and families
2. Being committed to the implementation of the school’s innovative programs including the IB program and a robust ELL, ELA and math programs
3. Providing support for program initiatives through appropriate professional staff development
4. Working effectively within a team environment
5. Demonstrating the use of appropriate communication tools and current technology
6. Promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation
7. Implementing a shared decision making process agreed upon by all stakeholders
8. Demonstrating the ability to make informed and objective decisions
9. Modeling life long learning by engaging in continuing education

Overall Qualifications:
- Professional Administrative Credential and/or Masters Degree in Education or equivalent
- At least 5 years experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about IBPYP and school leadership
- Background Clearance from FBI/DOJ
- TB Clearance

Teachers
Teachers will be responsible for high quality instruction as well as achievement of Prepa Tec's educational goals and objectives. Teachers will:
- Support the development and incorporation of the International Baccalaureate Middle Years Program
- Prepares and implements lesson plans that lead to student understanding of the school curriculum content
- Assesses student progress and maintaining accurate records
- Utilizes assessment data to improve student achievement and individualize instruction
- Identifies students academically at-risk and initiates an intervention program with the Principal to ensure that students succeed
- Maintains regular, punctual attendance

Provides leadership by:
- Demonstrating a commitment to the school vision and mission, and its programs including the IBMYP and the robust ELL, ELA and math programs
- Communicates effectively with other staff members, students, and parents
- Participating on at least one committee or council
- Participating and/or leading parent meetings and academic events
- Attending conferences and staff development related to program improvement

Prepa Tec teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”). Accordingly, a teacher must have:
- A bachelor's degree
- A California multiple subject credential or an University Intern Permit (for no more than three years while actively working toward completion of their state credential)
- CLAD or BCLAD certificates
- Demonstrated subject competency through appropriate examination or coursework
- A background clearance from FBI/DOJ
- Background in teaching in urban or similar communities
- TB Clearance
- A commitment to teacher development in the IBMYP

Office Manager
Assists the Prepa Tec Administrator and Principal with all administrative functions and provides direction to administrative staff. The Office Manager will:

- Prioritize, coordinate, and monitor the work of administrative staff
- Performs clerical procedures in a school office to ensure timely preparation and submission of reports, records, studies, letters and other materials
- Performs clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment
- Develops school communications in English and Spanish, writes letters and reports
- Performs and/or maintains a variety of records and reports requested by Administrator and Principal
- Performs financial reports for use by the Administrator and Board of Directors
- Performs assessment data for Principal and teachers utilizing state and local testing data
- Communicates effectively and tactfully in both oral and written forms
- Maintains and operates a variety of office equipment such as calculator, copy machine, and computer with speed and accuracy

**Overall Qualifications:**

- A minimum of an AA degree or 48 college units in Business Administration or a related field
- A minimum of 2 years experience in a similar position
- Background Clearance from FBI/DOJ
- Possession of a valid First Aid Certificate
- Knowledge of:
  - Letter and report writing
  - Accurate mathematical calculations
  - Computer software programs and related word processing
  - Record keeping, reference, and data collection systems
  - Proficiency in Spanish preferred

**Administrative Assistant**

Provides support, in year one, to Prepa Tec Principal and Administrator in the carrying out of administrative tasks. In year two, provides support to the Office Manager. The Administrative Assistant will:

- Performs routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepares and maintains employee and/or student attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attends to student health and welfare as needed
- Receives and distributes mail; prepares outgoing mail
- Orders, maintains inventory, and distributes supplies and equipment as required
Overall Qualifications:

- High School Diploma or equivalent
- Possession of a valid First Aid Certificate
- Background Clearance from FBI/DOJ
- TB Clearance
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
- Ability to perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Ability to act as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community

Custodian, Kitchen and Yard

Starting in the first year, the custodian, kitchen staff and yard assistants will perform basic responsibilities given by their supervisors to provide superior service to students and keep the campus grounds and buildings safe and clean. These employees will have:

Overall Qualifications:

- Background Clearance from FBI/DOJ
- TB Clearance
- A minimum of 1-2 years experience performing custodial duties or willing to grow

Special Education Specialist (RSP)

Under general supervision, serves as a teacher of exceptional students in grades 6-8; and as a member of the Individual Education Program Planning Team; participates in decisions regarding placement of exceptional students; creates a flexible program and environment favorable to learning and personal growth in accordance with each student's ability.

DUTIES

Generally teaches all subjects appropriate to the individual student's needs as indicated on the Individualized Education Program (IEP); provides frequent, intensive and individually planned small group and/or individual instruction in areas of need; participates in Individualized Education Programs (IEP) meetings; establishes with the parents, the goals objectives, activities and materials appropriate for that student within a given time frame and records same on the Individualized Education Program (IEP); participates in the annual and three year review; monitors and records progress toward objectives in Welligent; establishes an ongoing evaluation procedure; plans and implements an instructional program for identified students based on the needs reflected in the Individualized Education Program (IEP) on a pull-out and in class basis; assesses student progress; assists in student identification process; serves as case carrier in the preparation for the IEP meeting at the school site level; serves as a resource in the area of learning handicapped for all school staff; maintains a communication system with regular teachers, auxiliary personnel (psychologist, nurse, speech specialist, parents and other Special Education teachers); provides appropriate physical and psychological environment to establish and reinforce acceptable behavior, attitudes, social skills and self-image; adheres to district policies; maintains professional competency by participating in in-District and other staff development activities; performs other duties as assigned.

KNOWLEDGE AND SKILLS

Knowledge of: various learning handicaps and strategies for amelioration; appropriate materials and resources to be used with specific deficiencies at the various grade levels; appropriate assessment tools for diagnosis and screening; teaching and learning processes; creating productive classroom culture which places strong emphasis on children’s social and academic development.

Ability to: interact effectively with staff, parents, students and community agencies; clearly communicate orally and in writing; accept criticism and grow as a result; demonstrate exceptional interpersonal skills.
EDUCATION AND EXPERIENCE
Education: Bachelor's degree or higher from an accredited college or university including all courses needed to meet requirements in the Learning Handicapped area. Experience: Successful teaching experience, internship, or student teaching in the area of special education.

REQUIRED CREDENTIALS AND CERTIFICATES
Valid California teaching credential authorizing service in the areas assigned.

D. Process for Staff Recruitment and Selection
All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. As previously mentioned above, the Principal will hire all educational program staff. The Principal will create a committee and will receive recommendations from such a committee on candidates that are best suited for the school based on qualifications. Selection will be based on the demonstrated ability to perform required job duties and knowledge of the IB program and or other related curriculum or program that involves the development of the whole child. Candidates that are offered employment will receive a written notice from Prepa Tec of the job offer and will require candidates accept job offer in writing.

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual contract by the Administrator. The Board will have final approval over all hiring.

Prepa Tec believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

When there is a vacancy in the instruction staff, the Principal will establish an ad hoc Hiring Committee, which will:

- Create Job Announcement
- Create marketing campaign using advertising and promotions
- Recruit potential teachers creating a pool of candidates by requesting resumes
- Select “best-fit” candidates for interviews
- Receive Board approval on all hiring recommendations

Prepa Tec will recruit all personnel, which believe in the vision and mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Prepa Tec will possess the personal characteristics that will model the IB tenets of inclusiveness and global-mindedness.
All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the school. Prepa Tec will also require of all employees to furnish before the first day of start:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB)
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record, such as "Have you ever been convicted of a felony, or a misdemeanor involving any violent act, use or possession of a weapon or act of dishonesty for which the record has not been sealed or expunged?"
- Documents establishing legal, such as:
  - A copy of a birth certificate issued in or by a city, county, state, or other governmental entity within the United States or its outlying possessions.
  - A birth certificate or passport.
  - Alien Registration Card commonly known as a "green card" or any other federal "Employment Authorization" card.

E. Assessment and Performance
The Administrator’s performance evaluations will be based on the Board of Director’s analysis of the Administrator’s reports, summary data from the surveys of faculty, staff, and school community- including an Administrator’s self-evaluation and Board’s observations. Please see Appendix I for detail on the evaluation tools to be used for the Administrator and as a model for other staff position.

All staff will be assessed through the three-part process that includes an evaluation performance tool, evaluation rubrics, and surveys that will be developed with the assistance of staff and based on the performance evaluations of the Administrator as demonstrated in Appendix I. In addition, teacher evaluations will include multiple formal observations, the Principal and teacher completion of a job specific rubric, and an end of the year interview. The following outcomes will also be assessed in the process.

All teachers will:
- Deliver a quality, enriched, and powerful curriculum that is aligned to state common core content standards and the mission and vision that leads to improvement of student learning.
- Effective teaching practice and performance of job duties as assigned.
- Provide continual assessment of student progress and use that information to evaluate classroom performance towards meeting the needs of every student.
- Strive for continuous and open communication with school staff, parents, and community members.

All other staff will:
- Perform the daily tasks included in their job description.
• Strive for continuous and open communication with school staff, parents, and community members

The Principal will evaluate the instructional staff and the Administrator will evaluate the operations staff, including Office Manager, Administrative Assistant, Custodian, Kitchen and Principal. Evaluations will be conducted bi-annually and findings will be presented to the Board of Directors. Should a teacher maintain a satisfactory status in regards to these three criteria, he/she will have the opportunity to move up one step per year on a pay scale that is competitive with local LAUSD schools.

The Prepa Tec Board of Directors will evaluate the Administrator based on the following:
• Achievement of the mission and vision of the school
• Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising
• Maintenance and oversight of fiscal activities and sound budget

The Administrator will evaluate the Principal and report to the Board on the following:
• Development and guidance of the academic program to high academic success
• Development and maintenance of teacher involvement
• Maintenance and oversight of education-related budget and sound budget
• Development and maintenance of a positive school culture
• Development and maintenance of parent involvement

F. Compliance
Records of students’ immunizations shall be maintained to the extent required for enrollment in all charter schools and non-charter public schools. Students who do not have a full regime of immunizations will be required to get them before starting school, or as directed by California, federal and local laws and district policies that apply. All staff must provide evidence that they are free from tuberculosis, or as directed by California, federal and local laws and district policies that apply. A Mantoux TB test is required of all employees who have not been tested previously. The Principal will be responsible for maintaining compliance with § 44237 and all applicable health and safety laws.

G. Record Keeping and Teacher Credentials
Appropriate records of credentials held by Prepa Tec teachers and supporting documentation will be monitored and maintained by the Principal and Office Manager. Credentials will be monitored annually by Principal and Office Manager in compliance with state and federal law. The charter school will maintain current copies of all teacher credentials and they will be readily available for inspection.
ELEMENT 6: Health and Safety

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

Prepa Tec is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. Prepa Tec will ensure the safety of all students and staff by complying with all LAUSD policies on health and safety, such as facility occupancy requirements, as well as all state and federal laws.

Prepa Tec will adopt and implement a comprehensive set of health, safety, and risk management policies in consultation with the school's Board, staff, and insurance carrier's risk managers upon charter approval and site acquisition or lease. These policies will be adopted and in full force before school opening day. These policies will include, but not be limited to:

- A policy requiring that instructional and administrative staff receive training in emergency response once per year, including appropriate "first responder" training or its equivalent
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes
- Policies relating to preventing contact with blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- A policy establishing that the school functions as a drug-free workplace
- A policy mandating that all employees working with students are subject to fingerprinting
- A policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws
- A policy establishing zero-tolerance for sexual harassment for all employees,
- A policy establishing an adherence to Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools

These policies will be incorporated into the school's handbooks and will be reviewed on an ongoing basis by the Board, insurance carrier and as part of the school's staff development. A current Safety Plan will also be developed and copies will be maintained and distributed to all staff. Insurance carrier and consultants will train staff annually on the safety procedures adopted in the plan. A draft Safety Plan is attached in Appendix G.

A. Facilities and Building Codes
For the first year, Prepa Tec will be located at 2410 Broadway, Walnut Park, CA 90255.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the
The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Depending on the facility and the lease requirements, Prepa Tec will outsource all major and minor upgrades and repairs, including pest control, landscaping and gardening to vendors qualified to perform such functions.

The Administrator or designated staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, or hazardous materials) by developing appropriate policies and awareness training.

To the fullest extent permitted by law, the 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 attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The 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 attorney’s 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 the charter school, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

B. Procedures for Background Checks
Employees shall submit fingerprints to the Department of Justice via LiveScan processing. Employee shall not start work until results are received from the Department of Justice and the employee is cleared to begin work. Prepa Tec assures that all employees shall be required to furnish the school with a criminal record summary as described in Ed Code 44237.
All staff must demonstrate that they are free from tuberculosis as mandated by Education Code 49406. Prepa Tec will require the examination of faculty and staff for TB, as described in EC section 49406. A Mantoux TB is required of all employees who have not been tested previously. The Administrator and Principal are responsible for ensuring that all employees comply with § 44237 and all applicable health and safety laws.

C. Role of Staff to Report Child Abuse
Prepa Tec adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Administrator and Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect one is guilty of a misdemeanor, punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff will not be required to investigate any incident, only report to the Administrator, Principal and/or proper authorities.

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the South Gate or Los Angeles County Sheriff’s Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or S.G. or Los Angeles County Sheriff’s Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student’s record and will be made available to the parent or guardian.

D. Immunizations and TB Testing
All enrolling students shall provide records documenting immunizations to the extent required by all public schools as a condition of school attendance. Records of student immunizations shall be maintained to the extent required for enrollment in non-charter public schools, and staff shall honor County requirements for periodic Tuberculosis (TB) tests. All enrolling students will have screening of vision, hearing, and scoliosis to the
same extent as would be required if the pupils attended any other non-charter public school.

E. Medication in School
Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

F. Emergency Preparedness
Prep Tec will further develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train, or contract with trainers to train, all instructional and administrative staff in basic first aid.

Fire Drills
Fire drills will be held at least once a semester. Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills
Disaster drills will be conducted at least once every two months. Students will be taught the “duck and cover” routine. An announcement over the intercom will initiate all disaster drills commencing with the “duck and cover” routine. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be
concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of an earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, counsel staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

**Bomb Threats**
The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and/or parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**Evacuation Plan**
A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the
administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, staff members designated by the administration will search offices, bathrooms, and all other common areas and outdoor facilities.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

**Staff Responsibilities**

All employees are responsible for their own safety, as well as that of others in the workplace. Prepa Tec will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor or administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which Prepa Tec is responsible, the employee will bring it to the attention of their supervisor or administration immediately. The Administrator will arrange for the correction of any unsafe condition or concealed danger immediately and will contact staff of the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors or assigned staff
will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Prepa Tec will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

**G. Blood Borne Pathogens**
Prepa Tec shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Prepa Tec Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**H. Sexual Harassment Policies and Procedures**
Prepa Tec is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, familial status, veteran, genetic information, sexual orientation, or disability. Prepa Tec will develop a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed.

**I. Freedom from Harassment Policy**
Internal disputes at the charter school, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and processes developed by the charter school to be included in the finalized student and staff handbooks.

**J. Insurance Requirements**
No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The 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 the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners 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 insured 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 the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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 the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically

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that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

Evidence of Insurance
The Charter School shall furnish to the District's Office 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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 the Charter School.

Health, Safety and Emergency Plan
The Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

FERPA
The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting
Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

K. Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, the 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. The 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Prepa Tec, Los Angeles will not open to the public unless it has an approved Certificate of Occupancy prior to school opening.
ELEMENT 7: 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)

A. Community Outreach Plan
Prepa Tec will use a variety of free and volunteer strategies or means to reach the racial and ethnic balance reflective of the LAUSD or surrounding community. We will communicate with local and hard-to-reach families, organizations, and community leaders about our school using:

Fliers - We will create fliers in English and Spanish, given the high percentage (89.1%) of “Spanish as a primary language spoken at home” demographic in surrounding community, outlining our mission and vision for the school and the community providing invitations to monthly community meetings. In the second quarter of 2013, beginning January 2013 to end of February 2013, a total of at least 5000 fliers will be distributed as the main means to recruit 168 students for the first school year. Numerous locations in the Prepa Tec target community have been identified including several key locations to contact hard-to-reach members of the community. These key locations include but are not limited to:

**CHURCHES**
- **Apostolic Assembly**  
  5792 Main Street Bl., SGate, CA 90280
- **Betel Iglesia Presbiteriana**  
  8431 State Street, SGate, CA 90280
- **Bible Assembly of God**  
  10125 California Ave., SGate, CA 90280
- **Centro Cristiano**  
  8969 State Street, SGate, CA 90280
- **Church of God**  
  13129 Paramount Bl., SGate, CA 90280
- **Cofradia Our Lady of Charity**  
  8638 State Street, SGate, CA 90280
- **Community Presbyterian Church**  
  3300 Liberty Bl., SGate, CA 90280
- **Evangelica Baptist Church**  
  8480 California Ave., SGate, CA 90280
- **Faith Lutheran**  
  13431 Paramount Bl., SGate, CA 90280
- **Filipino-American 7th Day Adventist**  
  11801 Utah Avenue, SGate, CA 90280
- **First Baptist Church of South Gate**  
  8691 California Ave., SGate, CA 90280
- **First Baptist Indian Church**  
  9325 California Ave., SGate, CA 90280
- **First Nazarene Church**  
  9628 State St., SGate, CA 90280
- **Grace Bible Church**  
  4936 Tweedy Bl., SGate, CA 90280
- **Hope Christian Center**  
  10125 California Ave., SGate, CA 90280
- **Iglesia Bautista**  
  10313 California Ave., SGate, CA 90280
- **Iglesia Gloria De Sion**

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10201 San Carlos Ave., SGate, CA 90280
Kingdom Hall of Jehovah Witnesses
8440 Victoria Ave., SGate, CA 90280
Landmark Missionary Baptist Church
2953 Sequoia Dr., SGate, CA 90280
Maranatha Evangelistic
8500 Long Beach Bl., SGate, CA 90280
Monte de Sion
8121 California Ave., SGate, CA 90280
Peace Lutheran Church
4513 Tweedy Bl., SGate, CA 90280
Presbyterian Church
3300 Liberty Bl., SGate, CA 90280
Re redeemer Lutheran Church
2626 Liberty Bl., SGate, CA 90280
South Gate First Christian
3030 Firestone Bl., SGate, CA 90280
South Gate Church of Christ
9618 Alexander Ave., SGate, CA 90280
St. Helen's Catholic Church
8912 South Gate Ave., SGate, CA 90280
St. Margaret's Church
4704 Tweedy Bl., SGate, CA 90280
United Methodist Church
9605 State St., SGate, CA 90280

COMMUNITY ORGANIZATIONS
American Youth Soccer Asstn.
8993 San Luis Ave., SGate, CA 90280
Beautification Committee
3350 Tweedy Bl., SGate, CA 90280
Eagles/ Eagles Auxiliary
8100 Otis St., SGate, CA 90280
Hollydale Senior Citizen's Center
1221 Industrial Ave., SGate, CA 90280
Miss South Gate Pageant
3350 Tweedy Bl., SGate, CA 90280
JADE Family Services
9321 State St., SGate, CA 90280
Rotary Club of South Gate
South Gate Park, Banquet Room
4900 Southern Ave., SGate, CA 90280
Senior Citizen's Club of South Gate
4855 Tweedy Bl., SGate, CA 90280
South Gate Art Association
8680 California Ave., SGate, CA 90280
South Gate Boosters Club
10210 Alexander Ave., SGate, CA 90280
South Gate Civic Center Museum
8680 California Ave., SGate, CA 90280
South Gate Toastmasters Club
4024 Tweedy Bl., SGate, CA 90280

POST OFFICES
10120 Wright Rd., SGate, CA 90280
3270 Firestone Bl., SGate, CA 90280

PRESCHOOLS
Kid Town USA
13500 Paramount Bl., SGate, CA 90280
Kiddie Korner
13067 Paramount Bl., SGate, CA 90280
Kids’ Forum Preschool
4523 Tweedy Bl., SGate, CA 90280
Little Lollipop Pre-School
8439 California Ave., SGate, CA 90280
MAOF Headstart Calif. Center
Our strategy will be to deliver informational flyers to all of these locations once per quarter and focus on the church locations that are in close proximity and with great attention to those independent and LAUSD pre-schools and elementary schools for a second and third flyer delivery.

Passing out flyers and or speaking to parents in and around neighborhood schools will be done through the permission of school administrators. Prepa Tec volunteers will meet with all target area elementary school administrators; non-charter public schools, private schools and other charter elementary schools to gain permission to pass out flyers at a time that is convenient to the schools and that is free from interruption of said school activities.
Electronic Media - We will utilize our web site (www.prepatec.org), designed by parent volunteers to go live by the second quarter of 2013, will provide information about the school’s instructional model, student registration, upcoming meetings, Board members, potential job openings, and will include contact information for parents seeking more detailed information on the IB program. All information on the web site will be provided in Spanish as well. Moreover, we will utilize Constant Contact, our Internet marketing company, to continuously communicate with parents and other community members online.

Earned Media - The Prepa Tec Board will create a public relations team that will produce a media packet to distribute to local media outlets to receive free earned media placements. The team will send quarterly news releases or as Prepa Tec creates newsworthy stories. We will pitch our stories to newspapers and local TV outlets, such as the approval and opening of our school. We will also provide progress reports and invitations to community meetings and events, starting January 2013. All press releases will be translated into Spanish, or other languages, if required or appropriate for targeted distribution. The following publications will be included:

PRINT
- Tu Ciudad magazine
- Impacto USA newspaper
- La Opinión newspaper
- La Ola - Los Angeles
- El Aviso magazine
- Hoy newspaper
- Los Angeles Sentinel newspaper
- Los Angeles Wave newspaper
- Daily Breeze newspaper
- LA Families magazine
- LA Parent magazine
- LA Weekly newspaper
- Los Angeles magazine
- Los Angeles Times newspaper

While we believe these periodicals will reach our target communities, it is generally known by public relations and marketing professional that Hispanics, our largest ethnic group, do not primarily consume their news through the print media. Hence, we will work diligently to receive coverage in local Spanish TV media, which includes:
- KMEX TV 34- Univision
- KVEA TV 52- Telemundo

At the same time, we will also work to receive coverage in all local general market TV media outlets, including and not limited to public broadcast and other ethnic stations. This plan implementation will ensure that we receive positive name recognition by the
local community as a school with great potential, staff and educational option for local students.

Community Meetings – Prepa Tec will hold community meetings open to the general public, to inform and equip families to make a decision about enrolling their children in Prepa Tec. At each meeting, a Prepa Tec representative will collect interested family information including name, address, telephone number and email address for future communications about student matriculation and other activities. Meetings will commence in January-October 2013 and will be held monthly until March 31, 2013 when our potential lottery will be held. Initially, the appointed Administrator and volunteer Board members will conduct these monthly meetings. At every meeting, Spanish-speaking representatives of Prepa Tec will be present to assist non-English speaking parents of prospective students. The meetings will be held at locations Prepa Tec has chosen and are popular venues widely frequented by families of all backgrounds, which include the South Gate and Huntington Park Libraries and the South Gate and Huntington Park Recreation Centers. Church community rooms will also be utilized as meeting centers.

Individual/Family Meetings – Prepa Tec recognizes that personal one-on-one contact with families is the best way to reach potential students. Thus, Prepa Tec representatives will create opportunities for meetings with prospective students and their families at their home or at the home of our representatives, always with Spanish translations. We will start our individual meetings October 2012. The Administrator and volunteer Board members will make appointments to conduct these meetings as requests become available.

Prepa Tec shall not discriminate against any student 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.

B. Racial & Ethnic Balance Reflective of the District
Dictated by the tenets of the International Baccalaureate program and a culture of inclusiveness, Prepa Tec will extend its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of LAUSD. Surrounding demographics suggest that the school will be 93% Latino/Hispanic and 7% White and “other.” In the sponsoring district, LAUSD, there is an overall smaller concentration of Latinos/Hispanics 73.4%, while African-Americans are at 10%, Whites at 8.8%, Asians and “others” at 7.8%.

Given that our surrounding neighborhood is not reflective of the LAUSD community, we will make it our prime objective to seek out a larger diversity of students for our school reflective of LAUSD. Some of these efforts include reaching out to diverse ethnic and racial groups within the target community as well as expanding our outreach efforts outside our target area, which includes South Los Angeles, using flyers, presentations, word-of-mouth communication with current parent contacts, and local ethnic media.
outlets, such as the Sentinel Newspaper and the Press Telegraph Spanish editions and ethnic web sites as La Opinion web site.

Prepa Tec will be open to all students residing in California who wish to attend.

C. No Child Left Behind - Public School Choice (NCLB-PSC) Traveling Students*
The District and Prepa Tec are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The Prepa Tec agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Prepa Tec shall have the right to continue attending Prepa Tec until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Prepa Tec shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Prepa Tec will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Prepa Tec will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Prepa Tec under the NCLB-PSC program increases in subsequent years, Prepa Tec agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

D. Federal Compliance/Court Ordered Integration*
As a recipient of federal funds, including federal Title I, Part A funds, Prepa Tec has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Prepa Tec understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Prepa Tec agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with
the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Prepa Tec also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

**Court-Ordered Integration**
The 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 Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter
petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio.

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

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<th>SUMMARY OF OUTREACH ACTIVITIES</th>
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<td>5 Community meetings</td>
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ELEMENT 8: Admissions Requirements

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

A. Non-discrimination
Prepa Tec will admit all students who wish to attend the school up to capacity, and at that point will be placed in a waiting list in order drawn from a random public lottery. There will not be a test or assessment to students prior to acceptance and enrollment into the school. Admission in Prepa Tec will not be determined by the student’s place of residence, or of his/her parent or guardian, within this State as provided in Education Code Section 47605(d)(2).

Prepa Tec will actively recruit a diverse student population, including low achieving and low-income students, from the District and surrounding areas and will abide by all state and federal laws regarding admissions. Prepa Tec shall not discriminate against any student 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. Prepa Tec will abide by all state and federal guidelines regarding admissions and enrollment procedures, and the No Child Left Behind Act (NCLB).

The McKinney-Vento Homeless Assistance Act*
The Charter School will adhere to the provisions of the 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. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

B. Admission Requirement
Prepa Tec is a school of choice. When applying for admissions, a written application is required from all students. Students may apply for admission at any time during the year. However, if the school has more admission applications than seats available, the school will hold a public random drawing and admissions application will be held until subsequent enrollment periods for applicants that we have not randomly chosen to attend. Prepa Tec will have public open enrollment January to March each year. The Board of Directors will set admission application deadlines for each enrollment period on an annual basis.

Upon such time that the new admission dates are created by the Board, our Outreach Plan tactics described on Element 7 will be utilized and implemented to outreach to
hard-to-reach, underserved populations, and to make sure parents and community are aware of such changes. In addition, after school has been in operation, utilizing existing parent database, we will communicate directly with parents to inform them of the new application dates by mail or by email.

C. Application Process
The admissions process is comprised of the following steps, respectively:
- Parent voluntary attendance at one of our weekly school orientation meetings
- Completion of a student admissions application
- Parent signature of School Commitment
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

Applications will be accepted during the open enrollment periods starting in August and December for enrollment in the following school year. Upon receipt of applications, each application will be numbered and stamped with the date and time. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine enrollment for the impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following school year. Existing students will be exempt from the lottery.

Typically, the school will have its open enrollment in August and December. For the school's first year, the dates are as follows:

Open Enrollment: January 1 - March 31, 2013
Lottery Date: March 31, 2013

D. Lottery Process
If there are more applications than there is capacity in a grade than the charter school can accommodate, a random public drawing will be held, using an impartial witness, such as local elected officials or members of the business community to pull numbers from a vessel holding potential student information cards or tickets. The date of the lottery will be announced in the public venues listed in the Community Outreach Plan, with at least one month for applicants to apply before the date of the lottery. Before the day of the lottery, families will be notified by mail or by email of the date and rules of the public lottery. If it is determined that a lottery must be forwarded, the lottery will take place on March 31, 2013 at 10am at the Academia Moderna Multipurpose Room.

When there are more applications than there are seats available a public random lottery will take place. The lottery will be fairly executed in the following manner:
1. At the end of Open Enrollment, all “Intent to Enroll” applications will be counted by the Office Manager and Principal to determine if there are sufficient
applications to fill vacant seats per grade level or class. If Principal and Office Manager discover that there are more applications than there are seats, it will be determined that a public random lottery will be held.

2. After the determination to hold a public random lottery, a date will be selected one week after the last day of “Open Enrollment.” A notice will then be sent by mail or email to all parents or interested observers with enrolled students and will be announced on our website and weekly newsletter.

3. The Principal and Office Manager will send a letter to all applicants in the grade level or class that has been determined to require a public random lottery no later than seven days before the lottery date. The letter will state the date, time and location of the public random lottery. As well as other arrangements made by the school such as childcare or parking, and contact information. All public random lotteries will take place in the school grounds of the school requiring the lottery.

4. At the day of the lottery, in public view, all in-district, siblings and children of Board members applicants present will be called and will receive two duplicate lottery tickets; out-of-district applicant will be given one duplicate lottery ticket. After parents are notified by mail of lottery date 10 days before event by Prepa Tec, and after parents have confirmed their attendance by parents or otherwise, at the day of the lottery will be given duplicate lottery tickets for the drawing. Parents confirming that they will be at the lottery and who have notified Prepa Tec that they will not be in attendance, but have representation, will be given a duplicate lottery ticket the day of the event. All tickets will be duplicate tickets, meaning two tickets will have the same number. One of the duplicate tickets will be given to the applicant and the other will be placed in a blank envelope with the grade level and class written on them. All lottery tickets will have the duplicate number, the students' name and the class seat being raffled. Only those present will receive a lottery ticket. Those not present will be placed in a waiting list.

5. As the raffle begins, all the tickets for a particular grade level or class will be taken out from their envelopes and placed in a bowl or tumbler by the Principal or Clerk. An invited objective judge (may be a representative of the School District or public office) will then agitate the tumbler or bowl to secure a random outcome and will draw a ticket per seat being raffled. The ticket number and the name will be read out-loud and in public.

6. A designated clerk, appointed by the Board, will verify that the name and number match those on the duplicate ticket as they are being drawn. The clerk will record all names of the lottery winners and will deliver to them the same day a matriculation application packet for Prepa Tec.

7. The designated, objective clerk, (a non-parent) appointed by the Board will ensure that the grade level, name and number match those on the actual application and will gather all information and minutes of the lottery to present to the board. A record of the lottery will then be codified in the minutes of the Board of Directors.

8. When student seats for each grade level are filled or for those not having representation the day of the lottery, names will continue to be drawn to create an orderly waiting list of students to be called upon when a vacancy occurs. In
the event that an emergency arises or a dispute occurs, a backup or follow-up lottery date will be scheduled.

Preferences for available spaces, represented by an additional lottery ticket, will be granted to:
1. Students residing within the LAUSD boundaries as indicated by Education Code section 47605(d)(2)(B)
2. Sibling(s) of a current student
3. Children of Founding Board members and current employees, not to exceed 10% of the school’s total enrollment.
4. Perpa Tec shall be a public school of choice and as such will serve all and any students on a first come, first serve basis. When the number of students who wish to attend exceeds capacity, a Public Random Lottery will be called. At the day of the lottery, all applicants in the random public lottery will be given one lottery ticket to be drawn by an independent, non-interested person. Those applicants that fall under the “preferences” category will be given an additional ticket per preference class to be included in the random drawing- for example: an applicant that is a non-LAUSD resident will receive only one lottery ticket. But, an applicant that is an LAUSD resident will receive two lottery tickets; and, an applicant that is both an LAUSD resident and a Sibling of a current enrolled student will receive three lottery tickets.

Preferences at Prepa Tec only mean that the applicant will receive an extra ticket in the Random Public Lottery, which will only increase the applicant’s chances of winning a seat through the lottery.

Upon the conclusion of the Random Public Lottery, the Principal or Office Manager will give each “winner” an enrollment packet to bring back to the school completed within 5 days and conclude the matriculation of the student into the school. If a parent or guardian has not completed the enrollment packet within 5 days after the lottery, a letter will be sent to the parent to ensure the student is still interested in enrolling in the school. The letter will include the deadline of 5 additional days to answer with a positive answer by coming in the school with the student and the paperwork completed or if a “not interested” answer is required it will be asked that it be made in person or by mail, then the seat will be given to the next person in the waiting list.

All names not admitted because of capacity will be retained in a waiting list. Upon an open seat, students will be admitted in the order they were drawn in each grade level. Students will be called and informed by mail of the open seat available by the Office Manager or designated clerk to the waiting list applicant. The letter will include the deadline of ten (10) working days to accept enrollment. Parents accept enrollment by completing an application or by accepting enrollment via mail or verbally in person or by phone. If student in waiting list does not accept the offer to enroll in the school within ten days, the next student in the waiting list will be called to enroll in the school through the same process.
Each lottery will be documented in the school’s lottery file and signed by the Administrator, clerks, and witnesses. A copy of each notification letter sent to a parent shall be kept in the same file, as well as acceptance or denial letters.

All lottery policies may be refined after the first year of operations or as deemed necessary, with the approval of LAUSD. If so, the charter school will notify the District of the new policies within 45 days of approval of the charter school’s Board of the revised policy, prior to the enrollment period in which the revised policies will be implemented.
"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)

A. Annual Independent Audit
Prepa Tec will be an independent, directly funded charter school operating in the LAUSD. Each year, the Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. An accountant certified by the State of California with knowledge of school budget and accounting procedures will conduct the independent audit. This audit will be conducted according to generally accepted accounting practices (GAAP) and the Charter School K-12 Audit Guide regulations to verify the accuracy of the charter school's financial statements, attendance, and enrollment accounting principals and review the charter school's internal controls. On a daily basis, a system of internal controls will be instituted and maintained by the charter school’s Administrator with the assistance of Charter Impact, the charter school’s business services provider.

To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Accordingly, the independent auditor as the LAUSD Office of the Inspector General will be presented with the following systems and procedures to conduct the required audit:

- Compliance with terms and conditions described in the approved charter
- Internal controls, operational and financial
- Board agendas, minutes and other information related to financial reporting
- The charter school’s debt structure
- Governance policies and procedures
- The charter school’s enrollment process
- Compliance with safety plans and procedures
- The process for attendance recoding and reporting
- Compliance with grant requirements

Fiscal statements audited by the independent auditor will be submitted to District within four months following the close of the fiscal year. The charter school's audit committee will review any audit exceptions or deficiencies and report to the Prepa Tec school Board with recommendations on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and the LAUSD. Audit exemptions will be addressed by the charter school with auditor within 30 to 60 days of reported findings prior to final report.
Prepa Tec agrees to resolve outstanding issues from the audit prior to the completion of the auditor’s final report. The audit will be completed and submitted to LAUSD, the California Department of Education, and the State Board of Education by December 15th following each school year. Prepa Tec will provide interim financial data required by the district to fulfill its obligation to the county and state.

B. Audit Exceptions & Deficiencies to be Resolved
Audit exceptions and deficiencies will be resolved in conference with independent auditor prior to the completion of the final report. The Treasurer of Prepa Tec Board of Directors will participate in the audit process along with the Administrator. The designated fiscal officer for the first year will be the Administrator, assisted by Charter Impact. Prepa Tec will provide LAUSD with the final audit results by the 15th of December following the end of the school year. Audit exceptions and deficiencies in the final report will be resolved to the satisfaction of LAUSD. Prepa Tec will utilize attendance accounting procedures that will satisfy requirements for LAUSD, LACOE and CDE. To address audit findings, Prepa Tec will undertake three steps to address audit findings or exceptions: 1) auditor and Administrator will re-inspect by revisiting background information, which inspectors will use to gage the finding’s context and to identify possible strengths and weaknesses; 2) the auditors will observe and examine the actual process, internal assessment or external tests, that may have cause the deficiency and discuss with staff or students and parents; and, 3) auditors will create a formal report that provides feedback to the School Leader, the Board, the State and LAUSD that outlines the strengths and weaknesses and any improvement recommendations.

C. Reports to District
Prepa Tec will submit the following reports to the District and the Los Angeles County Office of Education pursuant to Education Code 47604.33:

- Provisional Budget - due in Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections - November of operating fiscal year
- Second Interim Projections - February of operating fiscal year
- Unaudited Actuals - July following the end of the fiscal year
- Classification Report - monthly the Monday after close of the last day of the school month
- Statistical Report - monthly the Friday after the last day of the school month.

In addition:
- P1 - first week of January
- P2 - first week of April
• A weekly attendance report up to the fourth week prior to norm day submitted by new and existing charter schools - September
• First 20 days of instructional actual enrollment by grade level - October (for new charter schools, only)
• Other financial information needed by LAUSD to assess the fiscal condition of the charter school

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

Balance Reserves
Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services
In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the 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.

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 their 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 it, among other things, monitors the fiscal condition of the Charter School.
• The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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 the Charter School’s financial information,
• The Charter School’s debt structure,
• Governance policies, procedures and history,
• The recording and reporting of attendance data,
• The Charter School’s enrollment process,
• Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements.

The 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.

The Charter School will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10: Student Expulsions

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

A. Rules and Procedures
Students learn best in a safe and healthy environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. To set clear expectations of students, the student discipline policies at Prepa Tec will be further refined as the school accesses input from parents, teachers, and students. These policies will be distributed in the school’s Student Handbook and will describe the school’s expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse, among other topics. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Prepa Tec staff will develop a comprehensive set of student policies through the work of the Executive Committee that will include interested parents, students, and staff and addresses the California Education Code, Section 48900 for suspension and expulsion, by September 1st, 2013.

Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

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

A student may be suspended or expelled for any of the acts enumerated in the Ground for Suspension and Expulsion section that are related to school activities or school attendance that occur at any time, including, but not limited to, the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

Prior to suspension/expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and Principal to support the student in the improvement of his/her behavior. The SST will develop specific modifications and intervention strategies
for the student to follow. Student behavior will be monitored with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies may be suspended. Students who present an immediate threat to health and safety will be suspended.

**Progressive Discipline Plan**
The staff at Prepa Tec believes that every student should have the opportunity to learn skills and values that are necessary for personal development. In order for children to learn from their behavior, they must understand that they have choices and are accountable for their actions. They must be willing to acknowledge, correct and learn from their mistakes. In order to achieve this goal, it is necessary for students to behave in a safe and orderly way for an effective learning environment.

Parents and teachers will be actively involved in helping students understand their choices and that they have either a positive or negative effect. Our progressive discipline plan is designed to assist children in being aware of their behavior. It applies to classroom as well as playground and cafeteria behavior.

**Guiding Principles**

- **Respect**: Treat others the way I want to be treated; respect laws, rules, and school authority; treat people fairly and respect their rights; respect public and private property.
- **Responsibility**: take responsibility from my actions; choose how I respond to others; return what I borrow.
- **Appreciation of Differences**: look to the good in others; respect each person’s right to be different; see cultural diversity as an opportunity for learning
- **Honesty**: be honest with yourself and others; act with integrity; avoid spreading rumors or gossip
- **Safety**: engage in safe activities; keep body and mind healthy; choose only those things that are really good for me
- **Life-Long Learning**: come to school prepared to learn; give me best in everything I do; be open and alert to solutions

When students model the guiding principals, they will treat others with respect; find peaceful solutions; listen to each other; are drug free; keep school clean; have healthy friendships; produce their own work; maintain honesty and integrity; show empathy and compassion; defend other’s rights; appreciate differences; respect the property of others; engage in safe activities, and do not tolerate bad activities.

To create a culture of discipline students are expected to:
1. Learn and follow school and classroom rules
2. Solve conflicts maturely, without physical or verbal violence
3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs
4. Be good role models and help create a positive school environment
5. Report any bullying harassment, or hate motivated incidents
6. Display good sportsmanship on both the athletic field and playground
7. Attend school on time, have school books and supplies and be prepared to learn
8. Keep social activities safe and report any safety hazards

**Parent/Caregiver Responsibilities**

Parents and caregivers and schools are partners in their children’s education. In order to create safe respectful, ad welcoming schools, parent support is needed to help children learn and follow school and classroom rules. Parents are the most important persons in a child’s life, and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child’s behavior at school. These are some tips for parents:

- Learn the rules for your child’s school and make sure you and your child understand them
- Involve you child in the establishment of the rules in the home
- Participate in the child’s education, help with homework, speak to their teachers, attend school functions
- Use a positive approach when disciplining your children; say more “do this” than “don’t do that; set limits
- Help your child develop a network of trusted adults to provide additional support when needed
- Teach your child to resolve problems
- Recognize your child’s accomplishments and improvements
- Help your child understand the value in understanding individual differences
- Help your child find ways of expressing anger without verbal attacks of physical violence
- Keep an open communication with your child
- Set an example for them

Outlined and comprised in the Prepa Tec’s Progressive Discipline Plan sheets (Appendix Z for Plan Sheets), which will be utilized in the classroom, stipulates behaviors that will not be allowed at school. Also outlined are the possible consequences of engaging in such behaviors. Each teacher will have the Discipline Behavior Sheets in which teachers will record each disciplinary incident. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the Consequences. All intervention reports and citations will be kept on file in the classroom before behavior escalates to Level D Behaviors, such as Possession of a Weapon, will require Suspension or Expulsion. Students not presenting an immediate threat to health and safety will be immediately dealt with first utilizing alternatives to Suspension and Expulsion:

- Alternative programming; change of class; independent study
- Behavior monitoring; progress report cards
- In-school alternatives; social- emotional skills training
- In-school community service
Suspension and Expulsion
Prepa Tec Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Prepa Tec’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements.

Prepa Tec staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of Prepa Tec Student Handbook and will clearly describe discipline expectations.

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

Prepa Tec administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at Prepa Tec's Administrator or Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work will be obtained by Principal from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension.

Work will be obtained by Principal from teachers the afternoon of the out of school
suspension and placed in the front office to be available for pick up by a parent or guardian.

**Grounds for Suspension and Expulsion**

“A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to” Education Code Sections 48900 et seq. As outlined in noted Ed Code, Sections 48900, et seq. a student shall be recommended for suspension and expulsion for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
• Possessed an imitation firearm
• Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
• Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma
• Engaged in, or attempted to engage in, hazing as defined in Section 32050
• Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
• Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
• Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3
• Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4
• Made terroristic threats against school officials, school property or both. Section 48900.7

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The Principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and or session with a mental health professional.

Grounds for Immediate Suspension and Expulsion
The charter school Principal must immediately suspend and recommend for expulsion according to Education Code Section 489159, which states that “The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds”:

• Possessing, selling, or otherwise furnishing a firearm
• Brandishing a knife at another person
• Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
• Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900
• Possession of an explosive
• Violation of the Federal Gun-Free Schools Act of 1994

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

The charter school shall document the alternatives to suspension and expulsion the charter school utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

B. Alternatives
No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and truancies are dealt with through Prepa Tec attendance policy and are not in of themselves a student discipline issue.

C. Suspension Process
The teacher shall immediately report a student disrupting the health and safety of the classroom and school for possible suspension to the Principal, who will then decide appropriate action. The pupil will be sent to the Principal for appropriate action, which may include suspension from school or other disciplinary measures, which will be reported to Administrator and recorded in students records.

Suspensions from School shall be initiated according to the following procedures:

• Conference
Suspension shall be preceded, if possible, by a conference conducted by the Administrator/Principal or a designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Administrator/Principal. The conference may be omitted if the Administrator/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 of offense, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- Notice to Parents/Guardians
  At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If Principal or Administrator wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

Length of Suspension
The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation to charter school has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work will be obtained by administration from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension. Work will be obtained by administration from teachers the afternoon of the out of school suspension and placed in the front office to be available for pick up by a parent or guardian.
**Suspension Time Limits/Recommendation for Placement/Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be considered for expulsion after receiving suspensions totaling 20 days in a single school year. The number of days a student receiving special education services can be suspended no more than ten (10) days in a school year.

Upon a recommendation of Suspension or Expulsion by the Administrator/Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Administrator/Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

**Suspension Appeal Process**

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days of the notification of suspension directly to the Administrator in writing. The Administrator will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the Administrator determines that the student has not violated one of the rules in the Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

Prepa Tec's Administrator will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Administrator will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.

Based on the information submitted or requested, Prepa Tec's Administrator may make one of the following decisions regarding the suspension.

- Uphold the suspension
- Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.
• Prepa Tec's Administrator will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the charter school Principal.

Authority to Expel
The Prepa Tec Board may expel a student upon the recommendation of an Administrative Panel. The Administrative Panel is to be appointed by the Prepa Tec Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion to the Board of any student found to have committed an expellable offense.

Expulsion Procedures
Students recommended for expulsion by Principal or Administrator are entitled to a hearing by the Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

All expulsions cases will be heard by the independent Administrative Panel And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Under the direction of the Administrative Panel, the Principal or the Office Manager will give written notice of the hearing to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the governing Board of Prepa Tec who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the Board of Director’s hearing.

Process of Expulsion Hearing
The Principal or Administrator files papers with the Board designee (Board Secretary) that are available for review by the student and parent or guardian. These papers may include, but are not limited to: attendance and grades; records of previous offenses; a statement of the facts of the case created by the Administrator or Principal; a statement of facts surrounding the case made by witnesses. The Board designee may subpoena witnesses. The student and his/her advocate prepare their presentation to the Board and, if necessary subpoena witnesses.

1) The Expulsion Hearing will be conducted in a closed session, unless requested by student or representative in writing to be help in public at least five (5) calendar days prior to hearing and does not violate other student privacy rights.
2) The Board will deliberate on expulsion in closed session whether the hearing is in public or in public session.
3) The student’s parents or representatives may address the Board prior to their deliberation. If the Board admits any other person to the closed session, the parent, student and counsel shall be allowed to attend closed session (EC 48918(c).
4) A record of Board hearing will be made and may be maintained by any means, including electronic or digital recording, as long as reasonably accurate and complete written transcription of the proceedings can be made (EC48918(g).
5) The presentation of evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable person can rely in the conduct of serious affairs. Technical rules of evidence do not apply to expulsion hearings. Hearsay is an acceptable form of evidence and is admissible. In case where a search of a student’s person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record (EC 48918(f,h). Findings of fact shall be based on the evidence at the hearing.
6) Board deliberates and makes a decision to expel. If the decision is to expel, the student will immediately be returned to his/her educational program. The Board’s decision not to expel shall be final.

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

**Written Notice to Expel**
The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:
- Notice of the specific offenses committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Prepa Tec
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:
  a) The student's name
  b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Prepa Tec 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.

**Disciplinary Records**
The charter school shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the charter school. These files will only be accessible to Prepa Tec's Administrator, Principal, and designated staff members
providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

**Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses**

Prepa Tec may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by Prepa Tec or a hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Prepa Tec 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person or group conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person or group conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Prepa Tec must present evidence that the witness' presence is both desired by the witness and will be helpful to Prepa Tec. 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

D. Process for Rehabilitation, Readmission, Interim Placement

Expelled Pupils/Alternative Education
In the event of a decision to expel a student from Prepa Tec, the Prepa Tec administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

Expelled Transfer Student Admission
If a student is under an expulsion order from another school district (LEA), all information must be provided to the Prepa Tec Board of Directors for review. The Prepa Tec Board of Directors will determine if enrollment will be granted. The decision to admit an expelled pupil from another school district or charter school shall be in the sole discretion of the Board. To determine if student is “rehabilitated,” the Principal will hold a meeting with the pupil and guardian or representative to determine progress and challenges. The Principal will make the determination whether the pupil has
successfully completed the rehabilitation plan, from Prepa Tec or from the sending school, and will determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation to the Board following an investigation as to the student’s progress in his/her Rehabilitation Plan and causes for expulsion. The pupil's readmission is also contingent upon the charter school's capacity at the time the student seeks admission. All expelled students from other schools and enrolled at our school will begin their time at Prepa Tec by acknowledging with a signature that they've read our Parent/Student handbook, which outlines the school's Guiding Principles and Behavior and Consequences continuum. The parent, the student and the charter school will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student’s success at Prepa Tec.

**Expulsion Appeal Process**

After Administrative Panel has sent the written notice to the parent/guardian of a student expulsion, a request for appeal must be sent by mail or hand delivered to the Prepa Tec Administrator within five (5) working days. The student will be considered expelled until an appeal hearing is convened. The appeal itself will occur within ten (10) working days after the written notice to appeal has been received by the Administrator, and must be attended by parent(s)/guardian(s). The hearing will be held by a fair and impartial panel of uninterested representatives appointed by Prepa Tec Board and headed by the Board’s Secretary or Board designee. The panel’s decision will be final. To appeal an expulsion:

1. A request must be received by the Board Treasurer or Board designee within five (5) working days of the written notice to expel has been received by parent or representative. Hearing will take place ten (10) days after the written notice is received by the parents and must be attended by the parents or representative.

2. Board will review the original expulsion decision and documents, and allow parents to present their appeal.

3. The Board will deliberate in closed session and make final decision and notify parents within 3-5 days.

**Rehabilitation Plans**

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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 reapply to the Charter School for readmission.
**Reinstatement**
The Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Readmission**
The 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, the Charter School’s governing board shall readmit the pupil, unless the 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.

**Readmissions Due Process**
In the event an expelled student is denied readmission to Prepa Tec, after the investigation and meetings by the Principal to determine that the student had made significant progress in their Rehabilitation Plan or they were deemed to possess no threat to the safety of the Prepa Tec students, the student will be notified by the Board in writing of the decision not to admit. The notice to the parent or guardian will be mailed three (3) days after the Board determination and will include the following:

1. Notice of the previous specific offense 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 Prepa Tec
3. Findings by the Board on the Principal's investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
4. Alternative area schools
5. New admissions eligibility date

**Special Education Students**
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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?

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

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

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process. Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:
- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed student’s current educational placement
- copy of parental notice expulsion
• copy of documentation of expulsion 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, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened 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 the Charter's failure to implement 504 Plan?
ELEMENT 11: Retirement Programs and Staff Issues

“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)

A. Retirement Program
Prepa Tec will make participation in State Teachers’ Retirement System (STRS) available to teachers, Public Employees Retirement System (PERS) and a volunteer 403b program will be available to other eligible persons working at the school. All salary withholdings from employees and the charter school contributions will be forwarded to the STRS fund as required. Prepa Tec 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 Administrator shall be solely responsible for ensuring that such retirement coverage is arranged or administered through the school’s business services provider, Charter Impact, and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3. Prepa Tec Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Employee benefits
Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided to all qualified employees by the charter school upon employment contract. Life, health, dental, vision, and related benefits will also be provided to all full-time employees. All Certificated employees will receive STRS and all Classified employees working above 20 hours per week and working above 1000 hours per school year will receive PERS.

Employee Code of Conduct
All employees of Prepa Tec will be expected to engage in a professional manner with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing Prepa Tec. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

Work Schedules
Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. Teachers will work a calendar year comprised of 10 months, which will include professional training beyond the regular teaching schedule. Office and maintenance staff will work a calendar year of 11 months. Staff members are expected to work closely together and with the administration to develop the supportive educational culture. Staff will be expected to attend meetings, in-
service training and similar events and functions in the interests of the school and its mission. Staff will be expected to work a 40-hour week with extra time required at certain times of the school year. For extra time spent after hours, employees will be compensated with Flex Credit Hours redeemable at the time employees’ desire or employees will be remunerated as required by law for fair labor practices.

Additional changes or additions to the Employee Handbook, i.e., calendars, holidays, vacations, work day and year, will from time to time be reviewed and updated by the Executive Committee and presented to the Board for approval. Prepa Tec will comply with all the regulations pursuant to California Labor Code 233 and it will retain the right to alter any of the stated time off policies in the future.

Paid Time Off
Employees are granted a specific allotment of paid personal time each calendar year based upon their employment status and their length of service with the charter school.

Prepa Tec’s Paid Time Off (PTO) program combines vacation, personal time, and sick benefits into a single PTO bank. The PTO program is designed in response to employees’ needs for time off and allows eligible employees to receive their wages for qualified time off work. All regular and temporary full-time and part-time employees are eligible once they satisfy their trial service period.

If you are employed by the charter school on a full-time basis as of the first day of the school year you are entitled to paid time off according to the schedule below.

As of the first day of the school year:
• Zero to three years –15 days
• Four to six years –17 days
• Seven+ years –20 days

The maximum amount of PTO that a full-time employee who works 40 hours a pay period can accrue each year is fifteen (15) days per year, note that 11 days have been pre-assigned for holidays.

Bereavement
A full-time employee of the charter school may request a leave of absence with pay for a maximum of three (3) consecutive working days with pay from PTO upon the death of a member of his or her immediate family. Members of the immediate family are defined as: father, mother, spouse, child, sister, brother, grandmother, grandfather, father-in-law, or mother-in-law. Your supervisor must approve all bereavement time, and the School may request verification of the facts surrounding the leave and grant or deny the leave as deemed appropriate. Bereavement leave will not be paid if it occurs when the employee is on vacation or leave of absence, absent due to illness or injury, or not working due to a paid holiday.
**Termination**

All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. Employees will be dismissed from working at Prepa Tec by:

- Voluntary termination or resignation
- Involuntary termination or discharge. When an employee is terminated or discharged, the Administrator or Principal will terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. Good cause is defined as a cause that would reasonably impel the average, able-bodied, qualified worker to give up his or her employment. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Administrator or the Principal determines that the employee poses a threat to the health, safety, or welfare of the school or students- in that case, the employee will be removed from the campus immediately.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below in the Staff Due Process section.

**B. Grievance Procedures for Parents and Students**

Charter School will 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.
C. Staff Due Process

All staff members will have due process rights that include:

• Right to just cause discipline and dismissal
• Right to mediation and a fair hearing
• Right to appeal before a free, state arbitrator

Any employee who seeks to complain about an improper action by any employee of Prepa Tec may bring a complaint to the Principal or Administrator for an informal discussion with the goal of resolving whatever issue. The employee must submit:

• A written complaint to the Administrator or Principal to seek resolution.

Throughout this process, each party has the right to legal representation. The Administrator or Principal is responsible for:

- Documenting and reviewing all allegations and complaints made
- Provide fair judgment based on the merits of the case within ten (10) working days
- Provided information on the process to appeal the decision

Staff Determination Appeal Process

If an employee is not satisfied with the Administrator or Principal’s determination and or the internal process, then an employee must:

• Appeal: Submit a written Appeal to the Board of Directors’ Personnel Committee Chair within ten (5) calendar days after the determination. The Committee is composed of at least three self-selected members of the Board of Directors, which have the responsibility to hear and decide questions regarding personnel issues. The appeal shall state the allegations, decision that is being appealed and the action requested of the charter school. The Chair shall serve a copy of the appeal to the full Board, the Committee and upon legal counsel if represented.

• Hearing: Within thirty (30) days after receiving the appeal from the petitioner, the Personnel Committee Chair shall consult with the parties to set a mutually agreeable date for hearing.

• Evidence: Once an appeal is received by the Chair, all documents relating thereto shall be filed directly with the Chair during the pendency of the appeal. Copies of all documents submitted shall be provided simultaneously to Board, opposing counsel and or to unrepresented parties.

• Burden of Proof: In disciplinary actions, the Chair has the burden of proving cause for the discipline by a preponderance of the evidence.

• The Public: Every hearing shall be public, unless the Chair closes the hearing for good cause, such as a request made by the employee to have a closed hearing. Individual parties may be represented by themselves or by an attorney.
• **Limiting Information:** The Chair may issue protective orders limiting access to information obtained in the course of a hearing.

• **Decision:** The Chair shall issue a decision in the form of a preliminary order. The preliminary order shall explain the right to file an explanation to the staff file. A motion for reconsideration is not permitted.

If the employee is not satisfied with the Board’s Personnel Committee’s resolution, the employee may seek further remedy to the appropriate state and federal agencies.

**D. Staff Recruitment, Selection and Evaluation**

As noted in Element 5: Employee Qualifications section, all staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. As previously mentioned above, the Principal will hire all instruction staff. The Principal will create a committee and will receive recommendations from such a committee on candidates that are best suited for the school based on qualifications. Selection will be based on the demonstrated ability to perform required job duties and knowledge of the IB program and or other related curriculum or program that involves the development of the whole child. Candidates that are offered employment will receive a written notice from Prepa Tec of the job offer and will require candidates accept job offer in writing.

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual contract. The Board will have final approval over all hiring.

Prepa Tec believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

When there is a vacancy in the instruction staff, the Principal will establish an ad hoc Hiring Committee, which will:

- Create Job Announcement
- Create marketing campaign using advertising and promotions
- Recruit potential teachers creating a pool of candidates by requesting resumes
- Select “best-fit” candidates for interviews
- Receive Board approval on all hiring recommendations

Prepa Tec will recruit all personnel, which believe in the vision and mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Prepa Tec will possess the personal characteristics that will model the IB tenets.
All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the school. Prepa Tec will also require of all employees to furnish before the first day of start:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB)
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record
- Documents establishing legal status

E. Assessment and Performance
As noted in Element 5: Employee Qualifications section and Appendix I all staff will be assessed through a three-part process that includes observations, evaluation rubrics, and interviews. The evaluation for teachers will include at least one formal observation, the Principal and teacher completion of a job specific rubric, and an end of the year interview. The following outcomes will also be assessed in the process.

All teachers will:
- Deliver a quality, enriched, and powerful curriculum that is aligned to state content standards and the mission and vision that leads to improvement of student learning
- Effective teaching practice and performance of job duties as assigned
- Provide continual assessment of student progress and use that information to evaluate classroom performance towards meeting the needs of every student
- Strive for continuous and open communication with school staff, parents, and community members

All other staff will:
- Perform the daily tasks included in their job description
- Strive for continuous and open communication with school staff, parents, and community members

Evaluations will be conducted annually by the Principal and the Administrator and will present the findings to the Board of Directors. Should a teacher maintain a satisfactory status in regards to these three criteria, he/she will move up one step per year on a pay scale that is competitive with local LAUSD schools, if funding is available.

The Prepa Tec Board of Directors will evaluate the Administrator based on the following:
- Achievement of the mission and vision of the school
- Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising
- Maintenance and oversight of fiscal activities and sound budget

The Administrator will evaluate the Principal and report to the Board on the following:
• Development and guidance of the academic program to high academic success
• Development and maintenance of parent involvement
• Maintenance and oversight of education-related budget and sound budget
• Development and maintenance of a positive school culture
• Development and maintenance of parent involvement

Appropriate records of credentials held by Prepa Tec teachers and supporting documentation will be monitored and maintained by the school Principal and Office Manager. Credentials will be monitored annually in compliance with state and federal law by the school site Principal and Office Manager. The charter school will maintain current copies of all teacher credentials and they will be readily available for inspection.
ELEMENT 12: 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)

A. Compliance
Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.*

Alternative schools for students living within the LAUSD attendance area will be the same as those offered to all other students currently residing in the district. The parent or guardian of each student enrolled in the charter school will be informed in writing that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency. The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

Pupils who choose not to attend Prepa Tec may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.
ELEMENT 13: Employee Rights

“A description of the rights of any 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)

Prepa Tec will hire staff based on an open process, and if hired, will enter into a contractual agreement with the charter school. Any district union employee who is offered employment and chooses to work at Prepa Tec will not be covered by his or her respective collective bargaining unit agreement, although Prepa Tec may extend the same protections and benefits in individual employee contracts.

Prepa Tec will consider entering into a collective bargaining agreement with its employees if the employees and Board of Directors jointly elect to do so. Otherwise, all employees will be individually contracted at a salary level competitive to the District’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.*
ELEMENT 14: 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 made 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 PM 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 shall be addressed as follows:

To Charter School: Prepa Tec, Los Angeles
c/o School Director Xavier Reyes
2410 Broadway
Walnut Park, CA 90255

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

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 5:00 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.
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.
"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code)." Ed. Code § 47605 (b)(5)(O)

The Charter School is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA). As such, Prepa Tec will comply with all provisions of the Educational Employment Relations Act ("EERA"), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

In case of school closure, as outlined in Element 16, Closure Procedures, Section 7, for six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by Prepa Tec, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated upon Closure Action.

The Charter School is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).*
ELEMENT 16: School Closing Protocol

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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)(P)

Revocation*

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 School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Prepa Tec in writing of the specific violation, and give the Prepa Tec 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 clause set forth in this Charter.

Closure Action

The decision to close Prepa Tec either by the Prepa Tec governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School
Closure Requirements and Recommendations (Revised 08/2009)" as posted on the California Department of Education website. References to “Charter School” applies to the charter school's nonprofit corporation and/or governing board.

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Prepa Tec will be issued by Prepa Tec within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Prepa Tec by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Prepa Tec by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Prepa Tec by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

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

3. The students’ school districts of residence

4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include 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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

**School and Student Records Retention and Transfer**

Prepa Tec shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

Prepa Tec shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the Prepa Tec. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Prepa Tec will be the responsibility of the Prepa Tec and not LAUSD. Prepa Tec understands and acknowledges that Prepa Tec will cover the outstanding debts or liabilities of Prepa Tec. Any unused monies at the time of the audit will be returned to the appropriate funding source. Prepa Tec 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 the Prepa Tec participates, and other categorical funds will be returned to the source of funds.

Prepa Tec shall ensure the completion and filing of any annual reports required. This includes:

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. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets
remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

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

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Prepa Tec Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Prepa Tec Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

   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. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
   c. Make final federal tax payments (employee taxes, etc.)
   d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Charter School’s right to operate as a Charter School or cause Charter School to cease operation. Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.

Facilities

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  1. **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  2. **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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  1. **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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.
  2. **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property 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 those 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.

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

**B. Additional Requirements**

**Administrative Services**
Fiscal policy is set by the Board and day-to-day operations will be carried out by the Administrator, Principal and staff. The accounting system will adhere to Generally
Accepted Accounting Principles, and there will be adequate internal controls within the system. Our business service provider, CharterImpact, will provide business consultation and support to the Administrator and Principal. The Administrator will oversee the work of our business service provider, which will handle the timely and appropriate reporting regarding budget, attendance, etc. Reporting will be implemented in accordance with specific agreements between the school and the Los Angeles Unified School District in compliance with applicable law.

Administrative policy will be set by the Board and will be carried out by the Administrator, Principal and staff. The responsibilities for evaluating staff will be divided by the Administrator and the Principal. Administrator will evaluate the Principal and administration staff based on job criteria and responsibilities outlined in Element 5: Employee Qualifications. The Principal will evaluate the instruction staff based on job criteria and responsibilities outlined in Element 5: Employee Qualifications.

All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. As previously mentioned in Element 5, Employee Qualifications, all instructional staff will be hired by the Principal; the Administrator will hire all administration staff, all with the final approval by the Board.

Financial and Budget Matters
Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and will be continually refined through the May Revise to the State Budget Act. Budgeted resources will always be consistent with school goals as identified by the School Board. Budget projections for the first three years of operations are detailed in the Prepa Tec’s 5 year Budget in the Appendix.

Each year, the Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. An accountant certified by the State of California with knowledge of school budget and accounting procedures will conduct the independent audit. This audit will be conducted according to generally accepted accounting practices (GAAP) to verify the accuracy of the schools financial statements, attendance, and enrollment accounting principals and review the schools internal controls. On a daily basis a system of internal controls will be instituted and maintained by the school Administrator with the assistance of CharterImpact, the school’s business services provider.

Prepa Tec will submit financial statements to LAUSD, CDE, the State Superintendent of Instruction, Los Angeles County Office of Education (Los Angeles County Office of Education), and any other state or federal agency as required by applicable law.

Charter School Revolving Loan Fund
Notwithstanding other provisions of law, a loan may be made directly to a charter school only in the case of a charter school that is incorporated. Prepa Tec will apply for funding
from the Charter School Revolving Loan, in accordance with applicable law. We may receive a loan from the Charter School Revolving Loan Fund, which are awarded to those schools that qualify to receive funding pursuant to California Education Code Chapter 6 (commencing with section 47630) upon application of a charter school and approval by the Superintendent of Public Instruction. A loan is for use by the charter school during the period from the date the charter is granted pursuant to California Education Code section 47605 to the end of the fiscal year in which the charter school first enrolls pupils. Money loaned to a charter school pursuant to this section will be used only to meet the purposes of the charter granted pursuant to previously mentioned code.

Prepa Tec accepts and understands obligations to comply with the California Education Code section 41365 regarding the Charter School Revolving Loan Fund. Commencing with the first fiscal year following the fiscal year Prepa Tec first enrolls pupils, the Controller will deduct from apportionments made to the charter school, as appropriate, an amount equal to the annual repayment of the amount loaned to Prepa Tec for the charter school. The Controller, in equal annual amounts, will deduct repayment of the full amount over a number of years agreed upon between the loan recipient and the State Department of Education, not to exceed five years for any loan.

Prepa Tec acknowledges that it must commence operations by September 30 to be eligible for that fiscal year's ADA-based state General Purpose revenue. Our first day of school will be August 20th, 2013.

Revenue Flow
Prepa Tec will work cooperatively and collaboratively with CDE, LAUSD, and Los Angeles County Office of Education personnel to achieve direct revenue flow from CDE to Prepa Tec. The Los Angeles County Office of Education will transfer funds transferred directly from CDE to Prepa Tec into our school account in the Los Angeles County treasury in the most expeditious manner possible. Prepa Tec will apply directly for all categorical funding that is not included in the block grant. All funds received for Special Education students will be strictly earmarked for that purpose, including funding received for Title I students and other subgroups.

Purchasing and Contracting
Prepa Tec will utilize effective, ethical business practices, which will result in the best quality at the best price. Generally, contracts for major services, equipment, and alterations and improvements that will exceed $45,000 will be open to multiple bidders.

The Board of Directors and CEO have used the guidance of the Uniform Public Construction Cost Accounting Act ("Act") that was created to promote the uniformity of cost accounting standards and bidding procedures on construction work performed or contracted by public entities in California. Pub. Contract Code, § 22000 et seq.

The Act raises the formal bid thresholds for public entities to $125,000 and sets forth specific informal and formal bidding procedures. This means that a public entity that has affirmatively
adopted the Act can use “informal bidding procedures,” as defined by the Act, to award public projects between $30,000 and $125,000.

The Act requires public agencies to notify the public when formally bidding contracts in excess of $125,000, as a part of the Act’s formal bid procedures.

In summary, a public entity should balance the benefit of obtaining a higher formal bid threshold against the burden of generating contractor lists on an annual basis, providing notice to all interested contractors on the list and the specified trade journals each time the public entity bids a contract between $30,000 and $125,000, and notifying the trade journals each time the public entity formally bids a construction contract over $125,000.

Informal Bidding Procedures.
Pursuant to the Act, there are three different types of contracts which, for simplicity of discussion, are labeled as the following:

   - Small: Contracts for Public Projects under $30,000
   - Medium: Contracts for Public Projects between $30,000 and $125,000
   - Large: Contracts for Public Projects Over $125,000

Attendance Accounting
Attendance accounting procedures will satisfy CDE, Los Angeles County Office of Education, and LAUSD requirements. Official registers will be completed on a monthly basis, documenting the month's attendance.

Impact on Charter Authorizer
Prepa Tec will be responsible for all its own personnel salary and health benefits, provisions and costs. Prepa Tec will outsource administration of payroll and other functions to our business service provider, CharterImpact, which understands school business practices and has the expertise to carry out these administrative functions.

In the event that any administrative services are to be purchased from LAUSD by Prepa Tec, the specifics will be agreed to in a Memorandum of Understanding between Prepa Tec and LAUSD, or in other mutually agreed contracts.

Potential Civil Liabilities Effects
Prepa Tec is responsible for matters of civil and financial liability resulting from the operation of Prepa Tec. Prepa Tec will carry levels of general liability, property, workers' compensation, Directors and Officers, and unemployment insurance appropriate for the size and scope of the school's operation.

Prepa Tec will provide to LAUSD all requested information using District forms, including the ethnic survey. Prepa Tec will provide LAUSD with a system that can interface with the LAUSD Student Information System (SIS) for all enrolled students to assist with compliance monitoring. After Prepa Tec submits the ethnic survey information during the first year of operation, Budget Services, Financial Planning Division and the Office of Student Integration Services will use the information listed below for compliance purposes:

   - Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade Levels
- List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and regulations
- List of Teachers in Non-core Subjects
- Fiscal Year-End Financial Report
- Number of Students Living Outside of LAUSD Attendance Area
- List of Register-Carrying Teachers in Classroom

**Liability and Indemnity**
Prepa Tec will be deemed to be a “school district,” an LEA for purposes of section 41302.5 and sections 8 and 8.5 Article XVI of the California Constitution.

The Board, the school administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of Prepa Tec, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like. LAUSD will not be liable for the debts or obligations of Prepa Tec.

Prepa Tec will secure and maintain appropriate workers compensation, as well as liability coverage, bond coverage, and insurance coverage, providing for, among other things, insurance for operation and procedures, personal injury, and property, fire, and theft as specified in Element 6 of this charter petition.

Prepa Tec is an incorporated entity acting as an independent legal entity. The charter school has complete liability for all actions of the Prepa Tec and its employees in the performance of their duties. In the event that the charter school is dissolved, all remaining assets will be liquidated and all creditors will be paid first and will comply with disposition of assets procedures stated in the charter petition under Element 16.

**Communicational Clause**
All correspondence from the charter-granting agency, other than that specified under Element 14 of this Petition should be mailed via the U.S. Postal Service to:

Prepa Tec  
c/o Xavier Reyes  
2410 Broadway  
Walnut Park, CA 90255

**Severability**
If any clause is found to be invalid for any reason, all other clauses remain in effect. This clause does not in any way affect the ability of LAUSD to revoke the charter under powers and laws provided by state law.