Charter Petition Submitted to the Board of Education of the Los Angeles Unified School District

July 1, 2014 to June 30, 2019
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Math and Science College Preparatory – East

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Math and Science College Preparatory - East (hereinafter “[MSCP-EAST]” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating 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. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

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

Letter of Intent to Apply for a Charter School

Name of proposed charter school: MATH AND SCIENCE COLLEGE PREPARATORY EAST

General location of proposed charter: East Los Angeles Region of Los Angeles, CA

Projected grade levels: 9-12

Projected enrollment: 520 Year 4, 500 Year 5

Lead Petitioner Information:

Name: Emilio Pack
Address: 3183 Wilshire Blvd., #196-721, Los Angeles, CA 90010
Phone number(s): 310-963-7373
Fax: 213-607-1453
E-mail address: Emilio.pack@mscollegeprep.org

Other members of the Charter Development team:

Emilio Pack
Eric Barlow

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
Math and Science College Prep-East

Name of Organization
Math and Science College Preparatory-East (MSCP-EAST) is seeking a 5-year term for the initial charter petition (2014-19).

Grades Served and Projected Enrollment
MSCP-EAST will be a 9th - 12th grade charter high school of approximately 500 students at maximum capacity in year 5. For one year it will have enrollment of 520 students. It will begin with 145 students in grade 9 during the first year of operation and will add a grade level each year until capacity is reached.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<td>145</td>
<td>270</td>
<td>395</td>
<td>520</td>
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</tr>
</tbody>
</table>

Location Address or Target Neighborhood
MSCP-EAST intends to serve students in the 9th through 12th grades, primarily residing in East Los Angeles. The school will serve similar demographics to those of Garfield Senior High School and the Esteban E. Torres High School Academies. MSCP-EAST anticipates, after a targeted recruiting campaign, the student population will be representative of the local demographics in the area, and consistent with existing public high schools in the area. Based on statistics from the California Department of Education on local public schools, (http://dq.cde.ca.gov/dataquest/), MSCP-EAST estimates that 93-98% of the students will qualify for free/reduced lunch. In addition, the school will serve a sizable English Language population, likely 34-38% of the student body, which is again consistent with the demographics of Garfield Senior High School and the Esteban E. Torres High School Academies.

Facility Status / Location
MSCP-EAST will be located in East Los Angeles. An exact address is still to be determined. MSCP-EAST is currently surveying properties in East Los Angeles. At a minimum, MSCP-EAST intends to lease a facility of no less than 10,000 sq. ft. for its first year of operation. MSCP-EAST will seek a facility with at least 6 classrooms, a multi-purpose room, a kitchen, administrative space, a room for a Parents Center, a room for a Teachers’ Center, and adequate restrooms for its first year of operation. Ideally, the facility will be located near a public park, which will be used for physical education activities, and near major public transportation terminals. In terms of a long-term site, MSCP-EAST plans to identify a site that has at least 45,000 Sq. ft. of space, with at least the same features as described above, but of course with more classrooms (approximately 24) to accommodate the student body at full capacity. MSCP-EAST will also submit an application for Proposition 39 facilities.

Prop. 39 - Application Submitted?
A Proposition 39 Application will be submitted to LAUSD prior to the November 1, 2013 deadline.

Serving Board Policy
The MSCP-EAST meets LAUSD Board policy, serving students in overcrowded, low-performing school areas. Garfield Senior High School and the Torres Complex High Schools are program improvement schools and have large, or combined large, student enrollments. Most of the local schools have API scores under 700.

Board of Directors
The MSCP-EAST Board of Directors, in accordance with its adopted corporate bylaws, will govern MSCP-EAST in a manner consistent with the terms of this charter.

The Board of Directors, which will expand to include representatives from the business community, the education community, and the philanthropic community, will provide external accountability, oversight and guidance to ensure the school’s ongoing success. It will meet regularly to review Math and Science
College Prep-East’s achievements and to provide support in achieving short-term and long-term goals set by the board.

Mission
The mission of the MSCP-EAST is to operate a small, high performance school that will prepare all students to succeed and graduate from college.

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

Source of Money
MSCP-EAST will be funded primarily by state and federal monies, allocated by an Average Daily Attendance formula. For start-up costs, MSCP-EAST will apply for a $250,000 in funding from Charter School Capitol. MSCP-EAST has applied for a $30,000 pre-authorization grant from the Walton Family Foundation. An additional $220,000 from the Walton Family Foundation could be expected by spring of 2014. If the MSCP-EAST charter is approved by LAUSD, MSCP-EAST will also receive the California State start-up funding, provided by the California Department of Education. The board of Math and Science College Preparatory Schools is also prepared to loan up to $250,000 to MSCP-EAST for start-up purposes.

3 Top Leaders
- Emilio Pack (Lead Petitioner) - Former Principal and Director of New School Development for Alliance College-Ready Public Schools and current professor at Loyola Marymount University and administrator of the Charter School Leadership Academy and specialized administrative credential/master’s degree program in charter school administration.
- Eric Barlow (Lead Petitioner) - Director of Operations for MSCP Schools. He is the former Director of Operations for Alliance College-Ready Public Schools.
- Carmen Vazquez – Secretary of the Board. Carmen Vazquez is Principal of Alliance College-Ready Academy High School #16, a veteran educator, and an expert in EL instruction.

Has your charter applied to any other jurisdiction for approval?
The MSCP-EAST has not applied to any other jurisdiction for charter approval.

Are there sister schools?
Yes. Math and Science College Preparatory opened on the campus of Los Angeles SH in August 2013.

Innovative Elements and “Best Practices”
The MSCP-EAST educational model will have many innovative features, including those outlined below.

Teacher Leaders: MSCP-EAST will recruit experienced and accomplished teachers that will be charged with building a department for each content area. These "teacher leaders" will train newer teachers and lead demonstration classes in the future. The school believes that providing a career ladder and leadership opportunities to teachers will strengthen MSCP-EAST’s teaching corps in the long term.

Sophisticated, User-Friendly Data Analysis Tools: The latest technology tools will be utilized to help teachers efficiently gather and analyze data regarding student achievement. Features will likely include:
- Real-time feedback through individual student response systems;
- A comprehensive user-friendly student data management system that will include individual learning plans for all students; and
- Electronic assessment tools to reduce teacher grading time and provide faster feedback to students.

Standards-based Grading: Through the use of standards-based grading, students will be scored on their ability to master individual standards in every class. Students will have immediate access to their performance through a student tracking system posted in every classroom as well as through individual student portfolios. Students, teachers, parents, and the administrators will
use the data from the student trackers to determine specific areas of improvement. Teachers will then determine opportunities for re-teach and students will determine next steps. Through standards-based grading, students will have multiple opportunities to show proficiency in each standard through reassessments.
Element 1: The Educational Program

**Governing Law**: “A description of the educational program of the school, designed among other things, 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 pupils to become self-motivated, competent, and lifelong learners.” Ed. Code 47605(b)(5)(A) (ii) “A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

**Overview (LAUSD Required Language)**

**GENERAL INFORMATION**

- The contact person for MSCP-EAST is Emilio Pack.
- The contact address for MSCP-EAST is 3183 Wilshire Blvd., #196-721.
- The contact phone number for MSCP-EAST is 310-963-7373.
- The proposed address or target community of MSCP-EAST is East Los Angeles, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 2 and Educational Service Center East.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is 9-12.
- The number of students in the first year will be 145.
- The grade level(s) of the students in the first year will be 9th.
- The scheduled opening date of Charter School is August 4, 2014.
- The admission requirements include: None.
- The enrollment capacity is 520 in year 4, 500 in year 5. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: traditional/single track.
- The bell schedule for Charter School will be: (see pg.19).
- If space is available, traveling students will have the option to attend.

**ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

**ENGLISH LEARNERS**

MSCP-EAST is required to timely identify potential English Learners (ELs) 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 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), MSCP-EAST shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
• How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

MSCP-EAST shall provide to the CSD an annual report of its EL program assessment. Upon request,

MSCP-EAST shall provide a copy of its current EL Master Plan to the CSD.

MSCP-EAST shall administer the CELDT annually in accordance with federal and state requirements.

MSCP-EAST shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

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

Special Education Program
All LAUSD-authorized 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 LAUSD Board of Education approval, MSCP-EAST will execute a Memorandum of Understanding ("MOU") by and between LAUSD and MSCP-EAST 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools 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.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and
use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

**Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools 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:

- **End of Year Suspension.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**

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

- **CBEDS – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**

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

- **Dropout 2012-13 (Including Charter Schools)**

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

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

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

**Student Demographics**

**Grade Levels and Geographic Focus**

MSCP-EAST intends to serve students in the 9th through 12th grades, primarily located in the East Los Angeles area of Los Angeles County. The school will serve similar demographics to those of Garfield Senior High School and the Esteban E. Torres High School Academies. MSCP-EAST plans to open with 145 students in the 9th grade in 2014, and grow by one grade per year, until it reaches full growth with approximately 500-520 students in 2018.
**Demographic Data**
The demographics of Garfield Senior High School and the Esteban E. Torres High School Academies and other local LAUSD and charter schools are listed in the charts on the following pages. We anticipate a student population that is representative of these student populations.

**Need**
Most LAUSD and Charter Schools in the area have a State rank at a 1-3. The need for a high performing school is evidenced by the high waitlist at the 2 highest performing schools in the area, Stern Math and Science School and Animo Oscar De La Hoya. The wait lists are approximately 315 and 250 respectively. Every local high school and middle school, including charters, are in Program Improvement.
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<th>LAUSD SCHOOL</th>
<th># of Students</th>
<th>Multi Track?</th>
<th>PI?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>2012 API</th>
<th>2012 API State Rank</th>
<th>2012 Similar School Rank</th>
<th>% F/R Lunch</th>
<th>% of Special Ed. Stu.</th>
<th>2010 % of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
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<td>2542</td>
<td>No</td>
<td>Year 5</td>
<td>No</td>
<td>No</td>
<td>710</td>
<td>3</td>
<td>4</td>
<td>100%</td>
<td>9%</td>
<td>22%</td>
<td>99% Latino</td>
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<td>Humanitas Art at Roosevelt</td>
<td>487</td>
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<td>86.9%</td>
<td>7%</td>
<td>22.5%</td>
<td>97.0% Latino</td>
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<td>Year 1</td>
<td>Yes</td>
<td>Yes</td>
<td>620</td>
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<td>85.2%</td>
<td>10%</td>
<td>28.7%</td>
<td>96.7% Latino</td>
<td>2.2% White</td>
<td>0.6% Black</td>
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<td>Torres Eng and Tech</td>
<td>483</td>
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<td>Year 1</td>
<td>Yes</td>
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<td>637</td>
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<td>2</td>
<td>86.9%</td>
<td>10%</td>
<td>30.1%</td>
<td>97.7% Latino</td>
<td>2.3% White</td>
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<tr>
<td>Torres Hum/Art/Tech</td>
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<td>Year 1</td>
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<td>Yes</td>
<td>594</td>
<td>1</td>
<td>1</td>
<td>88.2%</td>
<td>11%</td>
<td>29.0%</td>
<td>95.8% Latino</td>
<td>3.6% White</td>
<td>0.4% Al/Alsk</td>
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<td>3</td>
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<td>11%</td>
<td>25.8%</td>
<td>95.3% Latino</td>
<td>4.2% White</td>
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<tr>
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<td>Year 1</td>
<td>Yes</td>
<td>Yes</td>
<td>578</td>
<td>1</td>
<td>1</td>
<td>87.0%</td>
<td>13%</td>
<td>26.2%</td>
<td>95.5% Latino</td>
<td>3.8% White</td>
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<td>Year 5</td>
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<td>84.2%</td>
<td>12%</td>
<td>24.0%</td>
<td>97.4% Latino</td>
<td>2.0% White</td>
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<td>Year 5</td>
<td>Yes</td>
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<td>735</td>
<td>3</td>
<td>5</td>
<td>88.3%</td>
<td>12%</td>
<td>19.4%</td>
<td>96.6% Latino</td>
<td>2.6% White</td>
<td>0.2% Black</td>
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<tr>
<th>CHARTER SCHOOLS</th>
<th># of Students</th>
<th>Multi Track?</th>
<th>PI?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>2012 API</th>
<th>2012 API State Rank</th>
<th>2012 Similar School Rank</th>
<th>% F/R Lunch</th>
<th>% of Special Ed. Stu.</th>
<th>2010 % of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animo Oscar de la Hoya CS</td>
<td>578*</td>
<td>No</td>
<td>Year 1</td>
<td>N/A</td>
<td>N/A</td>
<td>744</td>
<td>5</td>
<td>8</td>
<td>97.4%</td>
<td>9%</td>
<td>31%</td>
<td>99.7% Latino*</td>
<td>0.2% Black*</td>
<td>0.2% Al/Alsk*</td>
</tr>
<tr>
<td>Alliance Media Arts and Entertainment HS</td>
<td>232*</td>
<td>No</td>
<td>Year 1</td>
<td>No</td>
<td>No</td>
<td>684</td>
<td>2</td>
<td>2</td>
<td>94.7%</td>
<td>7%</td>
<td>26%</td>
<td>100% Latino*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alliance Stern MASS</td>
<td>512</td>
<td>No</td>
<td>Year 1</td>
<td>No</td>
<td>No</td>
<td>776</td>
<td>7</td>
<td>10</td>
<td>89%</td>
<td>6%</td>
<td>12%</td>
<td>85% Latino</td>
<td>12% Black</td>
<td>1% White</td>
</tr>
</tbody>
</table>
Mission and Goals

Mission
The mission of the MSCP-EAST is to operate a small, high performance school that will prepare all students to succeed and graduate from college.

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

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

Gleaning insight from the research performed by Partnership for 21st Century Skills,(http://www.p21.org), MSCP-EAST recognizes that an educated person in the 21st century is someone who has demonstrated:

- Competency in all core academic content areas;
- Media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize and analyze a variety of information);
- Excellent communication and higher order, critical thinking skills;
- Initiative and self-direction in guiding his or her own life-long learning;
- A commitment to integrity, social responsibility and an understanding of the context of the world in which he or she lives; and
- Strong leadership skills and team-building capacity.
The instructional program of MSCP-EAST has been designed to create an environment where the previously described vision for 21st century students and how learning occurs best will be realized.

<table>
<thead>
<tr>
<th>Students Learn Best When…</th>
<th>Research Supporting MSCP-EAST Strategies to Create These Conditions</th>
</tr>
</thead>
</table>
| Instruction is personalized to meet the students’ needs. | **Individual Learning Plans (ILPs):**  
  - “Research continues to show that the time to offer remedial instruction is early rather than later. In order to remediate students, educators need …Individualized Learning Plans to meet the needs of each student in the class.”¹  
| Advisory | According to the Coalition of Essential Schools, “published research on advisory … indicates that the program leads to the kind of positive outcomes—such as increased attendance—that correlate with improved academic outcomes.”²  
| Small Class Sizes | MSCP-EAST’s average class size will be 24.1, which does not include P.E. and electives.  
  - “Tennessee’s longitudinal class-size study — Student Teacher Achievement Ratio (STAR) project — results showed that those enrolled in small classes as youngsters were more likely to:  
    1. *Graduate on time* — 72 percent of students, versus 66 percent from regular classes and 65 percent from classes with a paraprofessional  
    2. *Complete more advanced math and English courses*  
    3. *Complete high school* — 19 percent dropped out, versus 23 percent from regular classes and 26 percent from classes with a paraprofessional  
    4. *Graduate with honors*³.  
| Reduced Student Load | UCLA Professor William Ouchi has concluded from his research of New York and Boston Public Schools that reduced student load is “more important than any other [metric] in determining school success.”⁴  
  - Student load will be reduced by approximately 50 students.  
| Lessons are relevant to the students' lives and have real-world application. | **Partnerships with Industry Professionals:**  
  - Research shows that creating multiple pathways to graduation, through a variety of learning opportunities, provides students with a meaningful high school structure that links subject areas and encompasses both personal experiences and connections to the world of adult work.”⁵  

¹ http://www.rapidresources.com/LearningPlanWhitePaper.htm  
² http://www.essentialschools.org/cs/resources/view/ces_res/345  
³ http://www.nea.org/classsize/index.html  
⁴ http://www.anderson.ucla.edu/x16254.xml  
⁵ http://www.ncsl.org/programs/educ/EffectiveHSReform.htm
<table>
<thead>
<tr>
<th>Students Learn Best When...</th>
<th>Research Supporting MSCP-EAST Strategies to Create These Conditions</th>
</tr>
</thead>
</table>
| Students have early college exposure and high expectations. | **High Expectations**  
  • “During the last decade, research on successful programs for youth at risk of academic failure has clearly demonstrated that high expectations—with concomitant support—is a critical factor in decreasing the number of students who drop out of school and in increasing the number of youth who go on to college.”⁶  
**Dual Enrollment**  
  • *The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States* study revealed that students who take college courses while in high school are more likely than their peers to graduate, to go on to college, and to do well in college.⁷ |
| Teachers continuously improve their craft by participating in a robust professional development program and peer collaboration. | **Teacher Leaders/Master Teachers** (Ability to serve role determined based on interview performance and NCLB compliance)  
  • A study of 900 school districts found that spending additional resources on more highly qualified teachers (experience and past performance) led to greater increases in student achievement than any other use of those resources (Ferguson, 1991).  
**Built-In Time in the Schedule for Collaboration and PD**  
  • Linda Darling Hammond and Gary Sykes of Stanford University found “teacher conversations and collaborations” are “key to increasing student achievement.”⁸  
**Professional Learning Community**  
  • According to years of fieldwork in diverse secondary schools, McLaughlin found that “meaningful professional development does not take place during professional development workshops or in-service presentations, but in the context of professional communities that have been locally developed to be responsive to teachers’ needs.”⁹ |
| The school attracts and retains teachers who are passionate, competent and engaging through innovative recruitment strategies and a challenging career ladder. | **Paying More for Teacher Leaders/Master Teachers**  
  • A study of 900 school districts found that spending additional resources on more highly qualified teachers led to greater increases in student achievement than any other use of those resources (Ferguson, 1991).  
  • $5,000 stipends will be provided for Master Teachers.  
**Career Ladder for Teachers**  
  • Research supports the notion that “career ladder incentives should motivate teachers to improve classroom performance.”¹⁰  
  • Teachers will be encouraged to move into master teacher or administrative roles when appropriate. |

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⁶ [http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm](http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm)  
⁸ Linda Darling Hammond and Gary Sykes of Stanford University  
⁹ Steiner, Lucy. *What the Research Says About Professional Development That Works*,  
¹⁰ [http://www.springerlink.com/content/q157250803276175/](http://www.springerlink.com/content/q157250803276175/)
<table>
<thead>
<tr>
<th>Students Learn Best When...</th>
<th>Research Supporting MSCP-EAST Strategies to Create These Conditions</th>
</tr>
</thead>
</table>
| There is a high level of engagement by parents/guardians in their children's learning process. | Parent Center and Volunteer Opportunities  
- “Research overwhelmingly demonstrates that parent involvement in children’s learning is positively related to achievement.” 11 |
| Instruction is driven by data. | Sophisticated Data Management System  
Robust Professional Development  
- An EdSource 2007 research report confirmed what many policymakers have been saying for a long time – that data-driven instruction will increase student performance.12 |

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

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

The visitor also sees a variety of teaching and learning occurring in all classrooms, including English, math, science, and history, during the 120 minute block period. This includes mini-lessons, cooperative learning, inquiry-based learning, stations, and many other effective teaching and learning strategies. All pedagogy results in students using critical-thinking skills to apply the day’s lesson objective. The visitor also sees the teacher using constant formative assessment, data collection, and checking for understanding to drive the instruction. School administrators and/or mentor teachers are also observed as they make visits into the classroom to help coach teachers and collaborate with them on designing assessments and lesson plans.

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

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

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12 [http://www.edsource.org/pub_abs_el07.cfm](http://www.edsource.org/pub_abs_el07.cfm)
After the bell rings at the end of the day, the visitor discovers that the students’ school experience for the day is not necessarily over. The visitor is told by the students that one of their favorite parts of the MSCP-EAST model is that they have ample after-school support through tutoring and extended day programs, such as service clubs and athletics.

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

A visitor leaves MSCP-EAST knowing firsthand that the students will graduate prepared to succeed in college and the 21st century workplace.

**Daily Schedule**

<table>
<thead>
<tr>
<th>Mondays and Wednesdays (Odd # Periods)</th>
<th>Instructional Periods</th>
<th>Minutes Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120 minutes per class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40 minute advisory</td>
<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>7:45 a.m. – 8:25 a.m.</td>
<td>40 +5</td>
</tr>
<tr>
<td>Period 1</td>
<td>8:30 a.m. – 10:30 a.m.</td>
<td>120</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:30 a.m. – 10:50 a.m.</td>
<td>20 +5</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:55 a.m. – 12:55 p.m.</td>
<td>120</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:55 p.m. – 1:25 p.m.</td>
<td>30 +5</td>
</tr>
<tr>
<td>Period 5</td>
<td>1:30 p.m. – 3:30 p.m.</td>
<td>120</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesdays and Thursdays (Even # Periods)</th>
<th>Instructional Periods</th>
<th>Minutes Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120 minutes per class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40 minute advisory</td>
<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>7:45 a.m. – 8:25 a.m.</td>
<td>40 +5</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:30 a.m. – 10:30 a.m.</td>
<td>120</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:30 a.m. – 10:50 a.m.</td>
<td>20 +5</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:55 a.m. – 12:55 p.m.</td>
<td>120</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:55 p.m. – 1:25 p.m.</td>
<td>30 +5</td>
</tr>
<tr>
<td>Period 6</td>
<td>1:30 p.m. – 3:30 p.m.</td>
<td>120</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fridays Shortened Day Professional Development</th>
<th>Instructional Periods</th>
<th>Minutes Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Advisory</td>
<td>50 minutes per class</td>
<td></td>
</tr>
<tr>
<td>Period 1</td>
<td>7:45 a.m. – 8:35 a.m.</td>
<td>50 +3</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:38 a.m. – 9:28 a.m.</td>
<td>50 +3</td>
</tr>
<tr>
<td>Period 3</td>
<td>9:31 a.m. – 10:21 a.m.</td>
<td>50 +3</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:24 a.m. – 11:14 a.m.</td>
<td>50</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:14 a.m. – 11:44 p.m.</td>
<td>30 +3</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:47 p.m. – 12:37 p.m.</td>
<td>50 +3</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:40 p.m. – 1:30 p.m.</td>
<td>50</td>
</tr>
<tr>
<td>Prof. Development</td>
<td>1:30 p.m. – 3:30 p.m.</td>
<td>120</td>
</tr>
</tbody>
</table>

**School Academic Calendar**

MSCP-EAST will operate on a 190-day, single-track schedule.
**Calendar Highlights**

<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>Ending Date</th>
<th>Holidays and Breaks</th>
<th>Professional Dev. Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction Begins</strong></td>
<td><strong>Instruction Ends</strong></td>
<td>Labor Day</td>
<td>Veterans’ Day</td>
</tr>
</tbody>
</table>

(Academic Calendar located in Attachment 10)

**Assurance of Compliance with Ed Code 47612.5**

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

**Instructional Approach and Methodologies**

Chart above titled “How Learning Occurs Best” describes overall instructional strategies and approaches that will be implemented at the school.

Additionally, teachers will employ a variety of instructional practices in the classroom, including the following:

- **Teacher-as-Facilitator**
  
  In a learning environment that seeks to support students in becoming self-directed, life-long learners, the primary role of the teacher is to guide learning rather than direct it\(^{13}\). At MSCP-EAST, the teacher acts as a coach, providing frameworks for learning and helps students build on their strengths and interests.

- **Cooperative Learning**
  
  Cooperative learning supports the MSCP-EAST vision in a number of ways. In guiding effective small-group learning, MSCP-EAST teaches students the communication and team-building skills that are essential to life in the 21\(^{st}\) century (please see section “What It Means to be an Educated Person in the 21\(^{st}\) Century”). As students work together to solve problems and determine work processes, they begin to direct their own learning.

- **Scaffolding**
  
  Scaffolding instruction is based on Vygotsky’s socio-cultural theory of learning and the zone of proximal development, and relates to the Teacher-as-Facilitator role\(^{14}\). Teachers identify the current developmental skills of individual students and of classes and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and the teacher begins to remove the supports.

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

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\(^{13}\) [http://tip.psychology.org/vygotsky.html](http://tip.psychology.org/vygotsky.html)

\(^{14}\) Ibid.
No Child Left Behind
As required by NCLB, MSCP-EAST will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. MSCP-EAST will implement all provisions of NCLB that are applicable to charter schools, including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting AYP goals, a school accountability report, providing extended learning for students below grade level, ensuring teacher quality, and participating in all required assessments.
Academic Course Descriptions

ENGLISH LANGUAGE ARTS

The English Language Arts curriculum of MSCP-East will be founded on the belief that all students will be capable of achieving mastery over academic English, provided intentional, vertically aligned, rigorous instruction and the necessary scaffolding to access college preparatory curriculum. Using the state standards and the Common Core standards as a base, the first priority of the English Language Arts program will be the development critical and analytical thinking. All MSCP-East English classes include: in-class reading, timed writing, explicit vocabulary instruction, and analysis of text.

ENGLISH 9
English 9 is a literature-based course, which introduces basic literary genres through representative works and authors. The curriculum reflects integration of writing, vocabulary development, speaking and listening, and research skills.

ENGLISH 9 Honors
English Honors 9 is a challenging yearlong literature/composition Course. The class consists of daily homework, in-class assignments, and long-term projects demonstrate such critical thinking skills as evaluation, interpretation, reflection, and synthesis.

ENGLISH 10
English 10 is a literature-based course. The curriculum integrates writing, literature, vocabulary development, listening, speaking, and research skills. Students use the writing process as they write in various domains for a variety of purposes.

ENGLISH 10 HONORS
This course is an accelerated course that is literature-based. Class discussion, projects, reading and writing assignments and homework are structured to stimulate high levels of critical thinking and to develop the ability to analyze, synthesize, and evaluate.

ENGLISH 11
English 11 is a literature-based course. Students are expected to demonstrate fluency in writing, independent study, and think critically and abstractly. American literature, vocabulary development, listening skills, speaking skills, and research skills are integrated into the curriculum.

ENGLISH 11 HONORS
This course helps students enhance their fluency in writing, independent study, critical thinking and abstract thinking skills. Writing, American literature, vocabulary, listening & speaking skills and library skills are included in the curriculum.

ENGLISH 12
English 12 is a literature-based course. Students are expected to further enhance their literacy, critical thinking, and communication skills. Students will analyze informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays.

ENGLISH 12 HONORS
This class focuses on a survey of British literature. Students will use their higher order thinking skills involved in reading, analyzing and evaluating core text. In addition, students are expected to produce writing assignments that reflect advanced quality work. Frequent reading, writing, and homework assignments will stimulate high levels of critical thinking and reflect an advanced level of complexity.

ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION
This AP level class prepares students for the Advanced Placement Examination in Language and Composition. The first semester of this class is an exploration of American Literature from the Puritan period to the post-Civil War period. Students will also study examples of non-fiction prose to develop an appreciation for diction,
syntax, and style and an understanding of the methods of argumentation (rhetoric). Students must become acquainted with different techniques of writing style and be able to use them in their own writing. Students must be able to read well, understand grammar, and employ composition skills with a high level of competence before entering this course.

The second semester continues the first semester's study of American literature and extends it into the modern period. Students will continue their study of diction, syntax, style, and rhetorical techniques for use on the AP Language Exam administered in May. In the five weeks preceding the exam, students will complete a variety of activities intended to prepare them for the examination. Following the AP examination, students will engage in an intensive study of the techniques of poetry, its meaning, techniques, and forms.

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION
This AP level course will continue the study of poetry introduced in AP English Language and Composition. During the first semester, a Shakespearean play and two or three novels and/or plays will be included in the literature requirements. Students will study Chaucer, sixteenth century poetry, and other pre-eighteenth century literature. Students will be required to write a minimum of 3 lengthy essays of literary analysis.

The second semester of AP English Literature and Composition is designed to help students sharpen their analytical skills and to structure their review of literature in preparation for the challenging AP Exam in Literature and Composition. The course includes analysis of various types of literature, such as poetic explication, as well as the study of techniques involved in the writing of timed essays of analysis.

MATHEMATICS

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

At MSCP-East, students will not be placed in mathematics courses by grade level, rather they will be placed in the course they will be best prepared for and offered academic support classes and summer school when needed. Students who have not demonstrated mastery of Algebra 1 content prior to entering high school enrolled in Algebra 1. Students who demonstrate mastery in the Algebra 1 standards will begin their coursework with Algebra 2. Problem solving and reasoning will be stressed throughout the goals at each grade and in every course. The development of problem-solving skills will be a major goal of the mathematics program.

Mathematical modeling will be an important technique used to build understanding of abstract ideas. Teachers will expose students to physical representations that help develop understanding of abstract concepts. Students will develop mathematical competence and power by engaging in solving meaningful problems.

ALGEBRA 1
Algebra 1 covers the fundamental properties of the real number system. Topics include simplifying algebraic expressions, laws of exponents, solving first and second degree linear equations and inequalities, solving systems of equations and inequalities, functions and function notation, graphs of linear and quadratic functions, radical equations, ratio and proportion, and the quadratic formula. Many problems are presented in context and students are required to read, interpret and solve such problems.

GEOMETRY
Geometry is the study of points, lines and areas in a single plane, and includes some extension into three-dimensional space. Emphasis is also placed on creating a consistent set of axioms and using deductive reasoning to write proofs and derive theorems. Students need to have a strong foundation in algebraic concepts.

ALGEBRA 2
The prerequisite for Algebra 2 is Algebra 1. A further study of Algebra, this course includes analysis of higher degree equations, logarithmic and exponential functions, complex numbers conic sections, probability, sequences and series, and an introduction to trigonometry.
PRE-CALCULUS
The prerequisites for this course are Algebra 2 and Geometry. Pre-Calculus Non-Honors begins the year with an in-depth review of some of the topics of Algebra II such as: conic sections, exponential and logarithmic functions, sequences and series, statistics and probability, and matrices and determinants. Vectors, polar and parametric equations, and limits are also introduced. The second semester studies Trigonometry including triangle trigonometry, trigonometric graphs and identities, and trigonometric applications. This course is designed for those students who will be taking Calculus in college.

PRE-CALCULUS HONORS
The prerequisites for this course are Algebra 2 and Geometry. Pre-Calculus Honors is an extremely rigorous program that begins the year with Trigonometry (triangle trigonometry, trigonometric graphs and identities, and trigonometric applications), vectors, and polar and parametric equations. The second semester covers the topics of limits, functional analysis including the derivative, and differential Calculus with and without the graphing calculator. This course is structured for those students who will be taking AP Calculus in their senior year.

ADVANCED PLACEMENT CALCULUS AB
The prerequisite for this course is pre-calculus. AP Calculus AB blends the concepts and skills that have been mastered in prerequisite mathematics courses. It includes limits; differentiation; maxima and minima, and the chain rule for polynomials, rational functions, trigonometric functions, and exponential functions. There is also an introduction of integration with applications to area and volumes of revolution, in addition to a further development of integration, inverse trigonometric and logarithmic functions, techniques of integrations, and applications which include work and pressure. Applications of the derivative are covered extensively. An introduction to the definite integral and integration are also included.

HISTORY
Students are required to take 3 years of course work in the Social Studies department: World History (sophomore year), United States History (junior year), and one semester each of Government and Economics (senior year). Each history course will follow the content standards as well as incorporate the Anchor Standards for Social Science, as outlined in the Common Core Standards.

WORLD HISTORY
In this 10th grade course, students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps.

WORLD HISTORY HONORS
In this 10th grade course, students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps. This honors level course will address topics with greater depth and rigor.

UNITED STATES HISTORY
This 11th grade course will be a general survey of United States History from colonization to the present. Major social, political, economic, and cultural issues will be examined. The course will be designed to help students understand and reflect upon the conflicts and consensus associated with the principles of liberty, justice, and equality in United States history. Throughout this course, students critically analyze such events as the colonization, civil rights, democracy, rule by law. They will learn about key introduce students to the trends in history, such as the worldwide diffusion of popular culture and expanding suffrage and consider changes in the global landscape brought about by industrialization, war, and the emergence of the U.S. as a major industrial power. Students will also look at the United States' international relations in the twentieth century.
UNITED STATES GOVERNMENT
This semester-long, 12th grade course is a survey of the government with an emphasis on the National level, including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the U.S.

ECONOMICS
In this semester-long, 12th grade course students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of government. Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy.

ADVANCED PLACEMENT UNITED STATES HISTORY
The prerequisites for this course are a minimum of a “B” in World History and a “B” in 1st semester Sophomore English. AP U.S. History prepares the academically-accelerated college-bound student for the College Board’s AP national exam. AP U.S. History engages students in a detailed study of American history from our earliest origins to the present day. Emphasis is placed on understanding themes, cause/effect relationships and broad examinations of social, political, cultural and economic issues that have shaped our nation. AP U.S. History is an advanced college level course, which emphasizes research, writing, and discussion. Students will be expected to keep up with a rigorous reading schedule that averages 50+ pages per week.

ADVANCED PLACEMENT GOVERNMENT/POLITICS U.S.
The prerequisites for this course include a minimum of “B” in 1st semester AP or US History; minimum of “B” in 1st semester 11th grade English or AP English Language and Composition. This semester-long is an accelerated college-level course focusing on the United States Government. Students will undergo a thorough examination of The Constitution, fundamental rights, political system and major governmental institutions. Students will engage in critical analysis of contemporary political events and will be encouraged to begin to develop their own involvement in both social and political institutions. The course prepares students for the Advanced Placement American Government Exam.

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

BIOLOGY
Biology will fulfill both the laboratory science requirement for colleges and high school graduation requirement. The course will cover topics such as DNA, evolution, photosynthesis, cellular respiration, energy and reproduction. Students are expected to develop scientific thinking; a reasoned approach to problem solving and an understanding of the role biology plays in daily lives.

BIOLOGY HONORS B
The prerequisites for Honors Biology B are a minimum of a “B” in 1st semester Biology. This is an in-depth and fast paced approach to biology. Topics to be covered include molecular and cell biology, introductory biochemistry, genetics- individual and population, continuity and diversity of life, survey of the six kingdoms, body systems, and ecological interactions. The topics and depth of coverage will offer a rigorous and challenging introductory life science course for the student who possesses advanced math and reading skills.

ANATOMY AND PHYSIOLOGY
The prerequisite for Anatomy and Physiology is completion of biology. Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Students will
be introduced to many lab exercises that will help them to understand both the human body and the importance of correct laboratory procedures. The major concepts of Anatomy and Physiology include homeostasis, energy, and growth and development. These three thematic units will be used as an outline to investigate the 11 human body systems as sub-units.

ANATOMY AND PHYSIOLOGY HONORS
The prerequisite for Anatomy and Physiology Honors is completion of biology with a minimum grade of a “B.” Anatomy and Physiology Honors is a rigorous second year Biology lab course, for students wishing to pursue a faster and more in-depth study of topics covered in Anatomy and Physiology. This course is ideal for students interested in medicine and its related professions.

CHEMISTRY
The prerequisite for Chemistry are Completion of Algebra 1 with “C” or higher in both semesters. Chemistry will fulfill both the laboratory science requirement for colleges and the high school graduation requirement. The class will cover topics such as atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations. Students are expected to have a firm foundation in basic algebraic and problem solving skills.

CHEMISTRY HONORS
The prerequisites for Chemistry Honors is Completion of Algebra 2 or Geometry with a minimum grade of “B.” Honors Chemistry is designed for students wishing to pursue a faster and more in-depth study of topics covered in Chemistry. It is ideal for students who plan to take AP science courses. Students are expected to have a strong background in analytical problem solving and critical thinking skills.

ENVIRONMENTAL SCIENCE
The goal of environmental science is to provide students with concepts, scientific principles, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems of both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

ADVANCED PLACEMENT BIOLOGY
The prerequisite for AP Biology is completion of Biology with a minimum of a “B.” Completion of Chemistry highly recommended. AP Biology is designed to be equivalent to a first year college-level general biology course. Students will study materials presented in a rigorous, biochemical oriented introductory college biology course. Required laboratory experiments are part of the course. Students are expected to be independent learners and to devote extensive studying beyond the basic concepts. Details of molecules, Chemistry, cells, genetics, evolution, organisms and populations are included in this course. Students will be prepared to take the Advanced Placement Biology exam.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE
The prerequisite for AP Environmental Science is completion of Biology with a minimum of a grade of “B.” Completion of Chemistry is high recommended. This is the equivalent of a first year college course in environmental science and is designed to prepare the students for the Advanced Placement Environmental Science test. Students will cover the following topics: ecological principles, geological principles, renewable and non-renewable resources, environmental quality (air, water, & soil pollution), human population dynamics, global changes and their consequences and interdependence of earth’s system (e.g. cycling of matter, biosphere, solid earth, atmosphere, etc.)

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

**SPANISH 1**

Students will be introduced to the basic language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.

**SPANISH 2**

The prerequisite for Spanish 2 are completion of Spanish 1 with a minimum of a "C" average or its equivalent. Spanish 2 continues the process of developing the speaking, listening, reading and writing introduced in Spanish 1. Students will increase the number of language functions and expand their knowledge of grammar. Vocabulary and knowledge of culture will expand with authentic materials and real-life situations allowing students to function comfortably as they express themselves in the new language.

**SPANISH 3**

The prerequisite for Spanish 3 is completion of Spanish 2 with a minimum of a "C" average or its equivalent. Spanish 3 supports students as they move from the comfort of memorized phrases to the creation of structures that reflect exactly what they want to communicate in the Spanish language. Selection of literature is introduced to increase vocabulary and enhance cultural perspective. Spanish 3 students will continue to communicate completely in Spanish orally and in writing and will be able to produce paragraphs and essays. The primary focus is for students to become independent users of the language.

**SPANISH 4**

The Prerequisite for Spanish 4 is Spanish 3 with a minimum of a "C" average or its equivalent. This course focuses on the refinement of speaking and listening skills. Much work is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

**SPANISH NATIVE SPEAKERS 1**

Native Speakers is designed for students who have been formally exposed to listening, speaking, reading and writing in Spanish and are interested in polishing their skills and acquiring new ones on their native language. The class includes a thorough review of the grammar rules and the orthography of Spanish. Students will read and write extensively, give oral presentations, and participate in debates; all while learning about the fundamental grammatical structures of Spanish and the many ways this language can be used in both formal and informal settings. Students will examine not only linguistic but socio-cultural issues, developing a greater appreciation of their Hispanic heritage.

**SPANISH NATIVE SPEAKERS 2**

The prerequisite for Spanish Native Speakers 2 is completion of Spanish Native Speakers 1 with a minimum of a "C" average or its equivalent. This course is intended for students who can demonstrate fluency in spoken Spanish and a basic knowledge of written Spanish. This is a comprehensive course covering an introduction to literature, composition, grammar, speech and stories and articles, writing grammatically correct compositions, improving vocabulary, and enhancing listening and speaking skills.

**SPANISH NATIVE SPEAKERS 3**

The prerequisite for Spanish Native Speakers 3 is completion of Spanish Native Speakers 2 with a minimum of a "C" average or its equivalent. This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on grammatical accuracy. Complex thinking skills are required to analyze a wide variety of short works of advanced literature. Students are encouraged to advance to either Spanish Native Speakers 4 OR AP Spanish Language class the following year.
SPANISH NATIVE SPEAKERS 4
The prerequisite for Spanish Native Speakers 4 is completion of Spanish Native Speakers 3 with a minimum of a "C" average or its equivalent. This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on the refinement of speaking and listening skills. This course is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

ADVANCED PLACEMENT SPANISH LANGUAGE
The prerequisite for AP Spanish Language is a "B" or higher in Spanish 3 or Spanish 4 and/or teacher recommendation. Advanced Placement Spanish Language is the equivalent of a third-year college course in advanced Spanish composition and grammar. The course emphasizes the use of Spanish for active communication. Dedication to speaking, listening, and reading Spanish inside and outside the class are necessary for success in the course and on the AP test. The AP Spanish Language Examination administered in May assesses the achievement of students by evaluating their level of performance in the use of the language. Students are required to demonstrate achievement by understanding written and spoken Spanish and by writing and speaking easily in correct and idiomatic Spanish.

ADVANCED PLACEMENT SPANISH LITERATURE
The prerequisites for AP Spanish Literature are completion of AP Spanish Language with a minimum grade of "B" or teacher recommendation. The goals of AP Spanish Literature are to prepare students to understand lectures in Spanish and to participate in discussions in Spanish on literary topics; to do a close reading of literary texts of all genres in Spanish; and to analyze critically the form and content of literary works, orally and in writing, using appropriate terminology. By the end of the course, student language ability can generally be equated to that of college students who have completed the typical fifth or sixth semester Spanish Language course in composition, and grammar.

Visual Arts
MSCP-East will offer two semesters of Graphic Design. Graphic Design meets the Visual Arts requirement for A-G completion.

11th and 12th Grade: Graphic Design A & B
Graphic Design provides an overview of design through two-dimensional and three-dimensional real-world applications. The course meets the UC requirements for a visual arts course. Students will explore the history of graphic design, and develop skills in artistic perception, creative expression, aesthetic valuing, critiquing, and career and real world application of design strategies while solving visual art problems. Students will develop an awareness of historical trends in design and digital media as well as the vocabulary to communicate about graphic ideas. Students will work critically to analyze their own experiences in relation to interpretations of design. They will keep sketchbooks to record graphic design in the real world and personal sketches and plans. Through group and individual projects students will develop perception and application of the elements of art and principles of contemporary design. The students will use a variety of software and technologies, such as Photoshop, Google Sketch, PowerPoint, and Flash to create and present their work, culminating in a digital portfolio featuring.
California Standards Alignment
All MSCP-EAST courses have been designed in alignment with the California State Standards and Common Core. MSCP-EAST graduation requirements have also been designed to meet the UC A-G requirements, as shown here:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>MSCP-EAST COURSE REQUIREMENTS (Years)</th>
<th>UC COURSE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4 Years</td>
</tr>
<tr>
<td>Language other than English</td>
<td>3</td>
<td>2 (3 Recommended)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>3 (4 Recommended)</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3</td>
<td>2 (3 recommended)</td>
</tr>
<tr>
<td>History &amp; Social Science</td>
<td>3</td>
<td>2 Years</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>1</td>
<td>1 Year</td>
</tr>
<tr>
<td>Health Education</td>
<td>.5</td>
<td>.5 (1 semester)</td>
</tr>
<tr>
<td>Physical Education or Elective</td>
<td>1</td>
<td>4 semesters</td>
</tr>
<tr>
<td>Life Skills</td>
<td>.5</td>
<td>.5 (1 semester)</td>
</tr>
<tr>
<td>College Preparatory Electives</td>
<td>5 additional elective classes including College Prep Elective Courses (See Below Chart)</td>
<td>1 (2 semesters of one College Prep Elective Course)</td>
</tr>
</tbody>
</table>

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

Core Subjects by Grade Level
* Indicates a semester course
** Indicates course that meets the College Prep Elective Requirement

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>English 9</td>
<td>English 10 or English 10 Honors</td>
<td>English 11, English 11 Honors, or AP English Language</td>
<td>English 12 or AP English Language or English Literature</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra 1 or Algebra II</td>
<td>Algebra II or Geometry</td>
<td>Geometry or Pre-Calculus</td>
<td>Pre-Calculus or AP Calculus</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History</td>
<td>US History or AP US History</td>
<td>US Government* and Economics* or AP Government* and Economics*</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biology or Biology Honors</td>
<td>Anatomy and Physiology**</td>
<td>Chemistry</td>
<td>Environmental Science or AP Biology</td>
</tr>
<tr>
<td>Language other than English</td>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Spanish 3 or AP Spanish Language</td>
<td>Spanish 4, AP Spanish Language, or AP Spanish Literature</td>
</tr>
<tr>
<td>Electives</td>
<td>P.E. and Math Support</td>
<td>CAHSEE Support</td>
<td>College Prep Math* and English College Prep English*</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Design</td>
<td>Design</td>
<td>Design</td>
<td>Design</td>
</tr>
</tbody>
</table>
Research Supporting Instructional Program
The MSCP-EAST planning team has performed extensive research in designing the school’s instructional program. In addition to researching literature, as evidenced by the footnote citations throughout this document, team members visited several charter schools to learn about successful models that maximize student learning and teacher effectiveness.

These schools include several of the Alliance College-Ready Public Schools, several PUC schools, the Bright Star Schools, Camino Nuevo High School, New Millennium Secondary School, and the Design and Architecture Senior High School (DASH).

Instructional Materials
Site leadership and teacher leaders will select course materials using the state adopted textbook list as well as other materials on the market. We will investigate materials, often using them on a pilot or trial basis before adopting them school-wide. Course descriptions included in this charter, the Common Core state standards, and the guidelines of governing programs such as Advanced Placement, will also be considered where applicable. We will purchase materials to support our instruction in areas of need as indicated by our student data and to align with our professional development focus. The criteria we will consider when purchasing new instructional materials include:

- Level of rigor of the materials
- Alignments with CCSS
- Capacity to meet the needs of English learners
- Capacity to meet the needs of high priority students
- Alignment with the needs of our students as indicated by standardized assessments
- Cost

MSCP-EAST is currently researching the best instructional materials. While we have not yet purchased our materials, we are only considering curricula that align with our instructional vision and the Common Core. Instructor created materials will be used to supplement MSCP-EAST’s courses. Currently, our sister school (MSCP) is piloting Pearson textbooks for the 9th grade. These include:

- Common Core 9th grade Literature
- Common Core Algebra 1nc
- Miller Levine Biology 2014 with NGSS standards
- 2014 Realidades - Level 1, (with supplemental materials for native speakers)
- Health 2014

Learning Environment
MSCP-EAST will be a site-based matriculation learning environment in that all MSCP-EAST students will participate in their classes on the MSCP-EAST campus.

Teacher Recruitment
MSCP-EAST will actively recruit teachers who are reputed to be among the best in their fields, and who are experienced with similar demographics to the students who will be attending MSCP-EAST. Particularly in the first year of operation, it will be critical for MSCP-EAST to launch the school with an outstanding founding team to set the tone. Of all the outreach efforts, staff recruitment is the most crucial. MSCP-EAST must successfully attract those individuals who are capable of teaching, inspiring, and guiding students who have traditionally been underserved. The strategies that MSCP-EAST will use to identify and recruit key staff will include, among others: professional networking, targeted outreach to local alumni of Teach for America, targeted outreach to Master’s degree candidates, a website for potential staff, and the use of EdJoin.

MSCP-EAST will only hire teaching candidates who are highly qualified and full credentialed, who possess subject matter competency and who fulfill all requirements outlined in No Child Left Behind (NCLB) regulations.
Professional Development
MSCP-EAST believes in self-directed lifelong learning. MSCP-EAST aspires to instill in those values in students and expects that commitment form staff. MSCP-EAST will offer a robust ongoing professional development program that will ensure that teachers have the skills to deliver the proposed instructional program.

Summer Training:
MSCP-EAST will hold a one-week mandatory summer training program for teachers at the start of each year. During this time, a heavy emphasis will be placed on:
- Building the school culture;
- Planning backwards (McTighe & Wiggins for curriculum mapping); \(^{15}\)
- Data-driven decision-making, including training on the school’s data management systems;
- Differentiated instruction, including strategies for meeting the needs of EL and special education students;
- Standards-based grading;
- Parent/Guardian engagement; and
- Advisory.

Weekly Professional Development Time:
MSCP-EAST will have Early Dismissal Days once a week in order to provide teachers with a 2-hour block of professional development and collaboration time. The specific topics addressed during the professional development and collaboration time will include reinforcement of those topics introduced during the Summer Training, as well as new topics that will be selected based on the specific and current needs of the staff, students and school community. The on-going professional development program will be heavily driven by data collected through 1) teacher self-assessments, 2) classroom observations and 3) disaggregated student test scores that identify not only the areas of core curriculum weakness, but also those student sub-groups that are in need of additional focus.

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

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

Common Planning Time:
MSCP-EAST understands that teacher collaboration is critical to creating both a professional learning environment as well as a support structure for teachers.

- **Grade Level:** Teachers will have the opportunity to meet in their grade-level teams weekly to discuss individual students’ progress, interdisciplinary projects, and/or other relevant topics. These meetings will occur during the professional development time on Early Dismissal days. Note that Early Dismissal days provide 2 hours dedicated to professional development, and there is an Early Dismissal day once a week.
- **Content Area:** Teachers will have the opportunity to meet daily with other teachers in their content area, as staff prep periods will be scheduled accordingly. This will enable teachers to share best practices and to seek one another’s advice for common challenges.

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

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

University Partnership
MSCP-EAST will have a partnership with Loyola Marymount University’s (LMU) Center for Math and Science Teaching (CMAST) and the Math Leadership Core (MLC). CMAST and MLC will partner with MSCP-EAST on Common Core implementation:

Expected Outcomes of implementing Common Core through LMU’s CMAST & MLC:
- Provide comprehensive and targeted training for Teacher Leaders and administrators who will be the change agents for CCSS, moving change forward from within their schools through the CMAST Teacher Leader Model
- Improve students’ core math/science understanding, mathematical & scientific thinking and reasoning skills, as evidenced by CST’s, and other standard measures, and inspire them to learn mathematics and science as evidenced in attitudinal surveys
- Infuse mathematical & scientific thinking, reasoning, and problem solving throughout all courses taught by participating teachers
- Assessment for Learning: Design and begin implementation of an assessment system that provides real-time assessment of student STEM learning for immediate evaluation of instruction and student needs that collaboratively inform teaching and learning decisions. The system values only the most recent student learning over time
- Bring together, facilitate and network a trans-disciplinary community of teacher leaders who will collectively sustain an increase in student engagement and achievement from within the organization.
- A school culture where teachers embrace change through collaboration, seek to deepen the level of learning in their classrooms to prepare students for CCSS, and where administration and teachers promote trust and collegiality among staff members measured by the Common Core Climate Survey

Principal Evaluation:
While peer visitations both create unique learning opportunities and foster a sense of collaboration and support among staff, Principal evaluations serve as an important professional development tool as well. MSCP-EAST will develop a teacher evaluation template that all teachers will receive on the first day of their employment. This template will help ensure that there are clear, high expectations for all teachers as to what the Principal will be looking for during formal evaluations and throughout the year. It should be noted that while a Principal may only conduct 2 formal evaluations during the year per teacher, he or she can be expected to visit classrooms informally daily.

Course Transferability and College Entrance Requirements
All MSCP-EAST classes will be A-G classes and therefore transferable to other California public schools and in accordance with UC/CSU eligibility (see page 142-144). This transferability of courses and UC/CSU eligibility will be made known on all MSCP-EAST recruiting materials, on the MSCP-EAST website, and during Parent Orientation. In addition, all parents will be walked through their children’s class progress during their regular meetings with their child’s advisor which occur once every semester and by appointment.
MSCP-EAST will seek “Initial Accreditation” from WASC in the first year of operation. MSCP-EAST will submit a “Request for WASC Affiliation” and assign a point person to coordinate and submit an “Initial Visit Application/School Description” form, addressing the following five categories: 1) Organization, 2) Standards-based Student Learning Curriculum, 3) Standards-based Student Learning Instruction, 4) Standards-based Student Learning Assessment and Accountability, 5) School Culture and Support for Student Personal and Academic Growth. MSCP-EAST will comply with WASC standards and processes while under review.

Strategies to Meet the Needs of All Learners

Given the many challenges that will undoubtedly face MSCP-EAST’s student population, and given our belief that all human beings have the potential for growth and self-actualization, all of our students will be required to receive targeted support classes, additional tutoring, or attend Saturday school. The intervention program is intended to address the particular needs of our various subgroups of students, including those who demonstrate significant academic deficits that would be most effectively addressed outside of the context of the regular classroom environment. We believe that a student’s academic success is affected by a variety of factors including, nutrition, mental and physical health, study habits, neighborhood influences, attendance and motivation, and will therefore provide support in each of these areas as necessary. The goal of the intervention program will be to educate students to realize their full potential and to provide them with the skills and agency needed for success at a four-year university.

Universal Intervention (Academic Support)
MSCP-EAST anticipates intervention in the following forms:
- ELD Instruction
- RSP Instruction
- Group Counseling
- Executive Functioning and Social Skills
- Targeted Reading Instruction
- Math, English, Spanish and Science Tutoring
- Extension Coursework
- College Readiness Education
- Computer-based intervention or support curriculum in a blended learning model

These interventions will be built into students’ schedules or during non-instructional hours. They are designed with the direct intention of meeting the needs of students achieving below grade level, deepening the knowledge of those at grade level, and providing extension opportunities for those students achieving above grade level expectations.

Differentiation in the Core Classes
At MSCP-EAST, teachers will be responsible for differentiating lessons to accommodate all learners. If students are not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an instructional plan will be developed for how to best meet the needs of the student.

Staff Meeting Time for Discussing Individual Student Progress
Approximately one hour out of the 2-hour weekly professional development time on Early Dismissal days will be spent discussing individual student progress among teachers and advisors who share the same students. This meeting time will serve as a basis to update the Individual Learning Plans for all students and to highlight the strategies that have been successful with individual students, including special education students, versus those that have been less successful.

Supplemental Student Support Opportunities
Tutoring will be offered for students needing additional instructional support time beyond the bell. Tutoring will be available for at least 1 hour after the last class and on weekends, as needed. This time may be used by MSCP-EAST special education students to access teachers in subject matters they may need additional help in, as well as for computer-based intervention programs.

MEETING THE NEEDS OF SPECIAL EDUCATION STUDENTS
Special Education students will participate primarily in a full inclusion model. MSCP-EAST will use a data-based, proactive approach to identifying and addressing the dynamic learning strengths and needs of all students through strategic collaboration and targeted differentiation in as inclusive of a manner as possible. Data from regular progress monitoring is used to constantly adapt to the changing needs of students with and without identified special needs. All students have maximized access to the general education curriculum and setting, with varying levels of support as needed. When students do require increased levels of support from a Resource Specialist they will also have the ability to receive individual or small group attention in a learning center. In this setting, they will receive training in academic and study skills such as note-taking, focusing, using graphic organizers, and asking questions in class, as well as support with their core class assignments in accordance with their IEPs. The RSP teacher will also co-plan and co-teach with core teachers to assist students within their general education classes.

In addition to our academic supports and services, we will be equipped to offer a variety of related services, including speech and language therapy, occupational therapy, physical therapy, adaptive physical education, counseling and guidance with a school psychologist, and visual impairment and deaf and hard of hearing itinerant services on a fee for service basis through the district.
Student Success Teams and Response to Intervention

The framework for how we will approach students who are not meeting grade level expectations is best described as a problem solving approach within the Three Tiered Response to Intervention Model. Tier 1 interventions occur at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students’ needs. The student will be referred to a member of the Coordinated Support Team, who will be responsible for following up with all Tiers I stakeholders.

Teachers will carefully monitor student progress, gather information on the student and determines whether or not the interventions have been successful. If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student will be referred for supplemental, (Tier II) intervention outside of core instruction. At this time a Student Success Team (SST) will be called to discuss what type of interventions may benefit the student. The SST, comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, will meet to develop a plan for the student’s progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. Any student recommended for academic intervention is assessed and depending on his/her needs (Spanish Language, English Language, Math, etc.) The student may be asked to attend after school tutoring to address his/her academic needs.

The SST may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. In all SST’s the immediate outcome is a structured plan for how to improve in one or more of these areas and then a follow up meeting is scheduled to review parent and teacher feedback to determine if progress is being made on the SST plan. The SST plan outlines actions, timeline, multiple check-points and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Parents will be asked to provide insight into how their child is doing at home, classroom teachers will provide knowledge about how students are progressing on grade level standards, and intervention class teachers will provide data to show students’ progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SST, follow up meetings may be held to consider other modifications. A student may also be referred to be pre-screened for a learning disability.

If the Student Success Team determines that a student should be pre-screened for a possible learning disability, then the SST would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes were reviewed with the parent and consent was sought to evaluate if a child meets the criteria for receiving additional support from the Resource Specialist or for a Section 504 evaluation. Ultimately, if a Specific Learning Disability is diagnosed, then the child will have an IEP that will be implemented by the classroom teacher as well as the Resource Specialist. The Student Success Team (SST) will ensure that MSCP-EAST explores all factors that may be influencing a child’s low academic achievement. We have found that in many cases, the root of the problem can be found in a doctor’s office. Physical and mental health issues have been found to significantly contribute to a student’s low academic achievement. Medical diagnoses such as: ADD/ADHD, astigmatism, myopia, hearing infections, depression, and anxiety are sometimes found when digging deeply into the health and family history of a child, particularly in high-poverty communities.

We will guide our families to gain access to community resources. This assistance will be continuous and create a genuine support system for the families. We will provide families with a friendly and pleasant environment to deal with difficult issues affecting a child’s performance. The Student Success Team works with parents/guardians and individual students in identifying their learning needs and developing a plan for academic and social success. This team develops a pre-referral intervention plan, which is based on a review of prior interventions, accommodations, and further interventions for addressing the student’s learning difficulties. Once a student is identified to be in need of assistance, the team will develop an action plan which may include teacher implementation of a personalized program to help increase the achievement of the student as well as other intervention strategies for the school and home. The flow chart below further illustrates the pre-referral and referral process.
**English Learners:**
The school will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL students. The school will also meet all requirements of federal and state law relative to equal access to the curriculum for English language learners.

MSCP-EAST will use an inclusion model to serve English Learners and will ensure all of its teachers are trained in the most effective English Learner instructional strategies, including the research-based Specially Designed Academic Instruction in English (SADIE) and Sheltered English strategies. MSCP-EAST will also employ teachers with CLAD certification, and give preference to those with BCLAD certification. MSCP-EAST teachers will align their teaching to the California English Language Development standards and all staff members will be given the LAUSD ELD Handbook as a resource guide for curriculum planning. Best practices and individual student progress discussions will be frequent agenda items during the school’s weekly professional development and grade-level meetings. The results of these discussions and teacher input will be captured in the Individual Learning Plans for all students, including English Learners.

Services to English Learners begin with identification. When students enroll at MSCP-EAST, every effort will be made to obtain their cumulative record in order to identify their English Learner status. In the absence of a cumulative record MSCP-EAST will use the home language survey to determine whether English is a students’ home language. All students for whom MSCP-EAST has not obtained a cumulative record or whose English Learner status is unknown and whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT) during the testing window to determine their English language proficiency level.

The school will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

When appropriate, these students will also be assessed in their primary language to determine academic skill levels. MSCP-EAST will use annual CELDT and CST data, teacher observations, and optional parent input to identify English Learners (EL), determine their English Language Development (ELD) levels, and reclassify ELL students as English proficient when appropriate. MSCP-EAST will also monitor the progress of students reclassified as Re-designated as Fluent English Proficient (RFEP) to ensure that they maintain English proficiency, will retest any students who appear not to maintain proficiency, and may reclassify these students as ELs once again if indicated by the school’s criteria. EL student classification will use the California English Language Development Standards levels:

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

The CELDT exam will be administered annually to measure student progress.

The small school size and small class sizes at MSCP-EAST will provide an environment where English Learners will receive ample academic support and attention to their individual needs. English Learners can use the Student Support Class time at the end of each regular school day for additional English language acquisition reinforcement. This additional reinforcement will take place through teacher-facilitated language acquisition and literacy development instruction, as well as through individualized computer-based instruction. The MSCP-EAST team is in the process of researching the most effective interactive English Language Development software providers for English Learners at the high school level. Teachers will work with the school administrators in creating appropriate and individualized support curriculum once the students are assessed for a baseline.
MSCP-EAST recognizes that "technology-enhanced programs for English Learners work most effectively when they:

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

MSCP-EAST advisors will communicate closely with the parents of EL students to share their children's progress and to actively engage them in their children's education. MSCP-EAST will seek staff members who are bilingual to assist with verbal translation needs. The effectiveness of the EL program will be measured by students improvement on performance assessments based on the State standards and reclassification of EL status.

RFEP Parent and Teacher Notification
When a student meets the RFEP criteria, the student, parent and current teacher will be notified in writing. At MSCP-EAST we realize that just because a student has met the state-mandated criteria for re-designation, this may not mean that student no longer needs support with academic English. Teachers and administrators will look closely at RFEP student progress in class and on standardized testing measures. According to requirements outlined under the No Child Left Behind Act (NCLB), schools must monitor students for three years after re-designation (NCLB, Section 3121 [a] [4]).

Students Achieving Substantially Above Grade Level:
MSCP-EAST will meet the needs of those students achieving substantially above grade level in a number of ways. These students will be identified through both their prior year’s school records in terms of whether they were classified as GATE. Given prior year’s records are not always readily available on the first day of school, MSCP-EAST will also use its beginning of the year diagnostic exams that will be administered to all students as a measure of whether a student is achieving substantially above grade level.

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

Individualized Learning and Acceleration Opportunities
First, these advanced students will have the opportunity for acceleration due to the individualized nature of the MSCP-EAST instructional program, including its differentiated instruction focus. Teachers will work with the school administrators in creating appropriate differentiation of the core curriculum once the students are assessed for a baseline. The differentiation will be at an appropriate level to challenge GATE students. This will be individualized based on each student's data; including teacher created assessments, benchmarks, and standardized tests. There will also be Honors for AP class options.

Early College Access
Second, students achieving substantially above grade level will have the opportunity to take AP college preparatory courses and will be recommended to enroll in college level courses at the local community colleges.

Mentoring and Leadership Roles
Third, MSCP-EAST will provide opportunities for these higher-achieving students to mentor lower-achieving students and to be selected for academic leadership positions.

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1 Excerpted from Technology and Teaching English Language Learners, by Mary Ellen Butler-Pascoe and Karin M. Wiburg.
**Students Achieving Substantially Below Grade Level:**

MSCP-EAST staff will monitor student progress of those students substantially below grade level by individual learning plans (ILPs), which will be online and updated regularly. The ILPs will be reviewed regularly by students in advisory period, and will include key progress information, such as:

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

Parents will have access, as previously mentioned, to their children’s individual learning plans, which will serve as key tools to engage parents in focused conversations around their children’s progress and goals. Every student’s advisor will serve as the primary liaison for communication with that student’s parent for these discussions, bringing in specific content-area teachers as appropriate.

In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, MSCP-EAST will implement a strategy based on an Individualized Learning Plan (ILP). All students have such a plan. The following takes place for those specifically identified as low achieving:

1. Parents are informed of the student’s academic standing within one week of identification.
2. Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
3. The student receives supplemental support services. In the areas where the student is struggling most, one-to-one instruction is offered by the classroom teacher and/or assistant teacher.
4. The student is enrolled in a remediation program to accelerate learning. Paraprofessionals and/or trained tutors (recruited from the business community, the college/university community, and volunteer organizations) provide remedial tutoring through individualized and/or small group assistance.

**Students of Low Socio-Economic Status:**

MSCP-EAST plans to perform targeted outreach to serve a student body where at least 95% of students qualify for free or reduced lunch. Strategies for meeting the needs of low socio-economic status students are the same as those for all students, in terms of infusing the instructional program with as much expert teaching, personalization and individualized instruction as possible.

In the event that students’ socioeconomic status prevents them from accessing recreational reading materials or technology at home, MSCP-EAST will encourage those students to remain on campus after-school to use the computers and to borrow books from the classroom libraries to take home. The MSCP-EAST parent outreach efforts will cater to parents who work multiple jobs and whose schedules are full.
MSCP-EAST plans to open in August 2014 to serve 145 9th grade students (approximately 25-30 students in each classroom) during its first year of operation. Its goal is to add a grade each year until it reaches full capacity of approximately 500 students by year 5 (120 students in each grade 9-12).

### Implementation Plan and Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-</td>
<td>September-Oct</td>
<td>• Submit charter petition to LAUSD</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>• Continue community outreach and build parent support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue facility search</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop collateral and build website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Begin fundraising</td>
</tr>
<tr>
<td></td>
<td>November-March</td>
<td>• Begin outreach to local middle schools, both public and private</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hold community forums and visit local agencies for those in need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue to recruit and hire Teacher Leaders/Master Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue facility search</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue fundraising</td>
</tr>
<tr>
<td></td>
<td>April/May</td>
<td>• Charter petition will go before the LAUSD school board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Actively reach out to potential students, targeting high-needs populations</td>
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<tr>
<td></td>
<td></td>
<td>• Continue recruiting Teacher Leaders/Master Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue facility search, if facility has not yet been identified</td>
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<tr>
<td></td>
<td></td>
<td>• Board finalizes facility and contract</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Board of Directors approves contracts with outside providers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All financial systems are established, including payroll, retirement,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and PO/payment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Apply for State Charter Start-Up funding</td>
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<tr>
<td></td>
<td></td>
<td>• Continue student recruiting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Negotiate healthcare benefits for staff</td>
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<tr>
<td></td>
<td></td>
<td>• Apply for Start Up Revolving Loan through CCSA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hold lottery if applicable</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>• Continue student recruiting if needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Apply for Start Up Revolving Loan through CCSA</td>
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<tr>
<td></td>
<td></td>
<td>• Hire all teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students begin enrolling and taking diagnostic tests</td>
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<tr>
<td></td>
<td></td>
<td>• Recruit and hire classified personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Implement building renovations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Obtain all necessary insurances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Purchase textbooks, computers, software, furniture and equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contract with food provider</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Keep parents informed of progress of the school</td>
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<tr>
<td></td>
<td>July</td>
<td>• SIS training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment management system training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prep site for school opening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student and parent orientation</td>
</tr>
<tr>
<td></td>
<td>August</td>
<td>• All teachers report for in-service training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Open school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Report 20 day attendance report</td>
</tr>
</tbody>
</table>
Element 2: Measurable Outcomes for Students

**Governing Law:** “The measurable pupil outcomes identified for use by the charter school. Pupil outcomes, for purposes of this part mean 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) Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605 (b)(5)(B)

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM (DISTRICT REQUIRED LANGUAGE)**


**Outcome Goals – Skills, Knowledge, and Attitudes**

MSCP-EAST will be a high performance school that will deliver a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to enter college. Our measure for success for students enrolled for four years is that:

- 100% of students will graduate from high school meeting or exceeding LAUSD graduation requirements to receive a high school diploma.
- 90% of students at MSCP-EAST from grades nine through twelve will pass the California High School Exit Examination and will be prepared for college- passing University of California and California State University A-G requirements.
- 90% of graduates will be accepted and will make the transition to some level of post-secondary education, continuing on to community college or a four-year college/university.

In order to best serve our students and community, MSCP-EAST will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes. Understanding that MSCP-EAST is responsible for following the California State Standards and NCLB for students in grades 9-12, specific emphasis is placed on those standards, which prepare students for entry into and success in college. These include all or part of the following:

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works.</td>
<td>English – Grades 9-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>American Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contemporary Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</td>
<td>Algebra 1 (as needed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.P. Calculus A/B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.P. Calculus B/C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic</td>
</tr>
</tbody>
</table>
Curricular Focus | Measurable Outcomes | Course
--- | --- | ---
and exponential functions and the binomial theorem, and the complex number system • Students will be able to use trigonometric functions and the ability to provide basic identities regarding them for the study of more advanced mathematics and science. • Students will be able to apply mathematics and its intrinsic theory.

Biological/Physical Science | • Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology. | Biology
Anatomy & Physiology
Chemistry
Environmental Science

History/Social Science | • Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. Students will demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism. | World History
American History
American Government
Economics

Foreign language and literature | • Students will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works. | Spanish 1-4 (AP)
Spanish for Native Speakers 1-4 (AP)

Visual and Performing Arts | • Students will demonstrate some facility with a fine or performing art. Students will understand the place of art in society. | Art

Community Service | • Students will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts. | Service Learning / Internships through the Advisory period (not a graduation requirement.) The Advisory teacher will monitor the community service.

Health Education | • Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits. | Advisory Groups
Physical Education
Health Education

API Goals

The following are the minimum goals for USHS’s API for the following five years:

<table>
<thead>
<tr>
<th>School Year</th>
<th>API Score</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>700</td>
<td>25</td>
</tr>
<tr>
<td>2015-2016</td>
<td>725</td>
<td>25</td>
</tr>
<tr>
<td>2016-2017</td>
<td>750</td>
<td>25</td>
</tr>
<tr>
<td>2017-2018</td>
<td>775</td>
<td>25</td>
</tr>
<tr>
<td>2018-2019</td>
<td>800</td>
<td>25</td>
</tr>
</tbody>
</table>

We expect our API State Rank to be at least an 8 by the fourth year and a Similar School Rank of 10 by the fourth year.
AYP AMO Goals

Participation Rate:

<table>
<thead>
<tr>
<th>English-Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target 95%</td>
<td>Target 95%</td>
</tr>
</tbody>
</table>

Percent Proficient:

MSCP-EAST will make every effort to meet the 2014-2015 AYP AMO targets of 100% Advanced/Proficient in ELA and 100% Advanced/Proficient in mathematics.

CST/Common Core Assessments

Percent Proficient and Advanced:

- Our goal is that at least 70% of students will achieve proficient to advanced performance in English Language Arts by year 5 of operation.
- Our goal is that at least 70% of students will achieve proficient to advanced performance in Math content standards by year 5 of operation.
- Our goal is that at least 70% of students will achieve proficient to advanced performance in Science content standards by year 5 of operation.
- Our goal is that at least 70% students will achieve proficient to advanced performance in History/Social Science by year 5 of operation.

CAHSEE Score Goals

100% of students will pass the CAHSEE by graduation. 75% will pass with proficiency in the ELA or Math portions of the exam.

The passage rate first time takers will be 85% in English and math and 95% for those taking the exam a second time.

Graduation Rate Goals

100% of students will graduate from MSCP-EAST in 4 years.

Average Daily Attendance

95% of students will attend school on a daily basis.

Individual Student Progress, Reporting, and Communication

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

The school will also provide a variety of opportunities for parents and teachers to meet and discuss student progress. This will occur on a formal basis through scheduled parent conference days, as well as on an "as needed" basis throughout the school year.
Teachers meet throughout the year in Professional Learning Communities to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself. Additionally, students also conduct ongoing self-assessments in class.

MSCP-EAST will also use the following tools to measure student progress.

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

**School-wide Report of Regarding Annual Progress**
MSCP-EAST will prepare an annual accountability report with multiple elements reflecting on the school’s performance toward meeting the provisions of the charter, including student achievement goals. The report will be available on the schools website and in hardcopy form to all stakeholders, including LAUSD. The entire school community will be responsible for meeting student progress as it relates to academic achievement.
Element 3: Student Assessments

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

**Assessment Variety**
MSCP-EAST will use various forms of assessment to measure student knowledge, student achievement, and student progress towards becoming "educated persons in the 21st century". Students will be assessed regularly from the time they enter the school through graduation, in order for teachers and advisors to be able to monitor their progress closely.

MSCP-EAST will use the following tools to measure student progress.
- **Placement Exams:** All freshman and new students will be given placement exams, including the CELDT (for English Language Learners), a diagnostic test for Math, and a diagnostic for Spanish. These results will better enable the teachers to set individualized intervention programs for the students at the beginning of the year and ensure proper placement in courses. **Annually**
- **State-Required Tests:** All state required tests including STAR/Smarter Balance, CST, PFT, CAHSEE, and CELDT (for English Language Learners). **Annually**
- **Other Standardized Tests:** PSAT beginning in 10th grade and AP tests for those students enrolled in AP courses. **Annually**
- **Traditional Classroom Assessments:** Quizzes, essays, projects and presentations. Some **Weekly**, **Some Monthly**
- **Formal Interim Assessments:** Common standards-based formative assessments, aligned to curriculum, for each major academic content area. Every core academic class will administer mid-term exams. **Quarterly**
- **LCFF Accountability Plan.** **Annually**
- **Final Exams/ Summative Assessments:** Common standards-based summative assessments, aligned to curriculum, for each major academic content area. Every core academic class will administer final exams at the end of the course. **Bi-Annually**

**Methods Consistent with Instructional Program**
MSCP-EAST will utilize assessment methods that are consistent with the school’s proposed instructional program, which include a college prep curriculum and the efficient use of technology to further student achievement. Examples include the CSU English diagnostic test, PSAT and SAT, AP tests, adaptive computerized-testing that is consistent with curriculum materials, and real-time assessments.

**In-House Benchmark**
Students will be tested in core academic subjects through “in-house benchmark assessments” quarterly. The specific nature of the assessments will vary by content area. The principal will collaborate with teachers to develop or select authentic assessments with clear rubrics to complement the student achievement reflected by standardized exams. The results of these in-house exams will drive instruction.

**State Testing Assurances**
MSCP-EAST assures that its students will be assessed using standardized achievement tests as required by the state of California, including Smarter Balanced Assessments, CST, PFT, CAHSEE, and CELDT.

MSCP-EAST will provide the Los Angeles Unified School District with student achievement data as part of its annual performance report. This report, will, at a minimum, include the following data:
1. Summary data showing student progress toward the goals and outcomes listed above with particular emphasis on the Smarter Balanced Assessments, API, AYP, CAHSEE and CELDT performance.
2. An analysis of whether student performance is meeting the goals specified in the above. These data will be presented to the entire school and significant subgroups.
3. The number of students taking college entrance examinations.
4. Information required as part of the School Accountability Report Card.
**Standardized Testing (LAUSD Required Language)**
The charter school agrees to comply with and adhere to the State requirement for participation and administration of all State mandated tests. If MSCP-EAST does not test (i.e., STAR, CELDT, CAHSEE) with the District, MSCP-EAST hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Math and Science College Prep-East.

**Collecting, Analyzing, and Reporting Data**
MSCP-EAST will download results of various assessments into its student data management system. Downloading will come in the form of automatic population from digitalized tests, or user-entered data from classroom assessments. The school's sophisticated data management system allows users to disaggregate the data in many useful ways, giving teachers and administration the ability to identify areas of strengths and weaknesses in individuals or a student body as a whole. This data will be compiled and key findings will be brought before the staff and board during professional development time and board meetings, respectively.

MSCP-EAST will use standards-based grading as its grading policy. Teachers will enter student scores into the data management system. Parents, teachers, students, and administrators will have access to this system. Progress reports will be issued every 5 weeks and a final semester report card will be issued every 20 weeks.

Grades will awarded by letter grade (A, B, C, etc.) and Grade Point Averages will be set to a 4.0 scale. Any semester grade below a "C" will be considered failing, as that grade will not count toward UC/CSU admission, and therefore, the student must re-enroll in that particular course until successful completion. The school, as detailed in Element 1, has put in place significant support structures for students who are low-achieving and who need extra attention to succeed in their coursework.

MSCP-EAST will compile and publish a School Accountability and Report Card (SARC) annually, in accordance with State and Federal regulations. The SARC will include information about the school including, but not limited to, student demographics, student achievement, human resources, facilities, program participation, finance, and instruction. MSCP-EAST will follow the SARC template provided by the California Department of Education. The SARC shall be published annually, after the Board of Director's "State of the School" meeting in November. The SARC will be published on the school website and will be disseminated to parents.

**Assessment to Drive Instruction**
MSCP-EAST staff will use data to both drive classroom instruction and program individualized supplemental work for students. This use of data is both a core value and common practice at MSCP-EAST.

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

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

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Element 4: Governance

_Governing Law:_ The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. -- California Education Code Section 47605(b)(5)(D)

**GENERAL PROVISIONS (LAUSD REQUIRED LANGUAGE)**

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

MSCP-EAST shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the [Charter School’s] governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

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

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that MSCP-EAST does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 _et seq._

**LEGAL AND POLICY COMPLIANCE**

MSCP-EAST shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

MSCP-EAST, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. MSCP-EAST, including 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 or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

MSCP-EAST shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by MSCP-EAST. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

**TRANSFER OF STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

**Evidence of Non-Profit Incorporation**

MSCP is registered with the Secretary of State’s Office as a non-profit public benefit corporation. MSCP has been issued an EIN# (45-3710038 and has 501(c)3 status with the federal government.

**By-Laws for Non-Profit Public Benefit Corporation**

(See Attachment 2)

**Evidence of Organizational and Technical Designs**

MSCP-EAST proposes to be an independent charter school. The MSCP Board of Directors, in accordance with its adopted corporate bylaws will govern MSCP-EAST in a manner consistent with the terms of this charter.

The Board of Directors will provide external accountability, oversight and guidance to ensure the school’s ongoing success. It will meet at least quarterly (every month in the first year of operations) to review MSCP-EAST’s achievements and provide support in achieving short-term and long-term goals set by the board.

The Executive Director, Director of Operations, and Principal shall be responsible for day-to-day management of MSCP-EAST.
Board of Directors - The MSCP-EAST Board of Directors currently consists of:

- **Chris Humphreys (Board President)** - Vice President of Finance and Business Affairs for Green Dot Public Schools. In his role, Chris oversees budgeting and financing for 18 Green Dot Schools totaling over $100M in annual expenses.

- **Carmen Vazquez (Board Secretary)** - Principal of Alliance College-Ready Academy High School #16, veteran educator, and an expert in ELL instruction.

- **Andrew Kubasek (Board Treasurer)** - Accountant and Credit Collection specialist for Quinn Emanuel Law Firm. Mr. Kubasek manages a portfolio of accounts that totals at $46,000,000 and brings expertise in budget management and development.

- **Emily Fisher** – Professor at Loyola Marymount University. Emily specializes in School Psychology and Special Education. She was a former School Psychologist at the Westside Neighborhood School and Consultant with Larchmont Charter Schools

- **Nik Orlando** - Regional Director of PUC Schools Los Angeles. As Regional Director, Nik ensures the academic success of 6 schools within the PUC network.

- **Jason J. Rudolph** – Litigation Associate with Parker Schumaker Mills LLP. Jason handles complex litigation cases involving business torts, construction, real estate transactions, and employment related disputes.

- **Michael Trujillo** - Engineer for Boeing Satellite Development Center. Michael brings many ideas for hand-on science exploration outside of the classroom and connections to math and science professional that can serve as role models for students.

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

- Hire and evaluate the Executive Director of the School.
- Approve all contractual agreements and purchases over $10,000.
- Approve and monitor the implementation of general policies of MSCP-EAST.
- Develop and monitor an operational business plan that focuses on student achievement.
- Approve and monitor MSCP-EAST’s annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of The MSCP-EAST in accordance with its laws and the receipt of grants and donations consistent with the mission of MSCP-EAST and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly review progress of both student and staff performance.
- Develop, review, or revise MSCP-EAST’s accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter for submission to authorizer
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which schools are established.
The MSCP-EAST Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities through MSCP-EAST’s affiliation with California Charter Schools Association (CCSA) and other Board training opportunities. In-services include the Brown Act Training and Basics of Charter School Finance.

**Advisory Board**
In addition to the Board of Directors, an Advisory Board will be formed for the purposes of allowing partners, field experts, and foundations to provide valuable input toward the policies set by the Board of Directors. The Advisory Board will not have any governance powers, and will not be active in the day-to-day management of the school. The Advisory Board will meet annually, at a minimum, to review the progress of the school, evaluate the performance of the school leadership, and analyze public-private partnerships.

**School Site Council**
In accordance with State regulations for receiving supplemental funding, MSCP-EAST will form a school site council (“SSC”). The school site council will advise the Principal and staff on the planning, implementation, and evaluation of the school improvement plan. The council will also advise regarding the allocation of SIP funds from the state to support the goals of the school plan. The SSC reviews the progress of the school in achieving the goals of the plan. Parent will be included as part of this council and participate in the advising of the school plans.

**Grievance Procedure for Parents and Students**
MSCP-EAST 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 MSCP-EAST alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. MSCP-EAST will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

MSCP-EAST 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.

MSCP-EAST 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.

**Process for Selecting Board Members**
The Board of Directors will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved. The term for each Board member is two years. These individuals will possess outstanding leadership and analytical skills. They will represent a diverse field of professions and ethnic backgrounds. Board members must nominate potential new Board members to the Board President. Nominees will be interviewed by the entire Board or appropriate committee before a vote is taken. New Board members will take an oath of office and agree to the provisions of the charter.

**Board Meeting Frequency**
The Board of Directors will meet quarterly, at a minimum. All Board meetings will be conducted in accordance with the Brown Act.
Public Notification of Meetings
According to the Ralph M. Brown Act, regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school, and at the nearest public library.

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

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

Organizational Chart

† The IT specialist is a classified position, meant to support the computers in the building. MSCP-EAST believes that freeing the principal of technology maintenance and allowing the principal to concentrate on student achievement is the best option for the school.

*At full capacity, MSCP-EAST will add more full time staff in the front office, instructional aides, and monitors. The Executive Director and the Principal will be in charge of yard duties during the first two years.
Board Member Resumes and Questionnaires
See Attachment 8.

Brown Act Assurances
MSCP-EAST will comply with the Brown Act and Government Code 1090.

Legal Assurances
MSCP-EAST will be solely responsible for the debts and obligations of MSCP-EAST

Any amendments to the charter school's bylaws, or the bylaws of a "parent" nonprofit corporation, that affect or impact the charter or school operations must be approved through the District's petition amendment process.

Members of the MSCP-EAST Board of Directors, any administrators, managers or employees, and any other committees of the school shall comply with Federal and State laws, non-profit integrity standards and the LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The MSCP-EAST will comply with the District policy related to charter schools, as it may change from time to time.

Audit and Inspection of Records
MSCP-EAST agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:
• The MSCP-EAST 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, monitor the fiscal condition of MSCP-EAST
• The District is authorized to revoke this charter for, among other reasons, the failure of MSCP-EAST 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 MSCP-EAST 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 school financial information,
• The school’s debt structure,
• Governance policies, procedures and history,
• The recording and reporting of attendance data,
• The school’s enrollment process,
• Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements.

MSCP-EAST shall cooperate fully with such audits and to 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.

In addition, if an allegation of waste, fraud or abuse related to MSCP-EAST operations is received by the District, MSCP-EAST shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.
Element 5: Employee Qualifications

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

**EQUAL EMPLOYMENT OPPORTUNITY (LAUSD REQUIRED LANGUAGE)**

MSCP-EAST acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**NCLB AND CREDENTIALING REQUIREMENTS**

MSCP-EAST shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

MSCP-EAST believes that all persons are entitled to equal employment opportunity. MSCP-EAST 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.

MSCP-EAST believes that staff selection is the most important element to creating and maintaining a high quality school. The founding leadership has extensive experience in school staffing that will benefit the school as it begins to hire new staff.³

**General Qualifications**

MSCP-EAST agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. It 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. MSCP-EAST will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. MSCP-EAST will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through local colleges and universities, EdJoin, Teach For America, and local newspapers.

The MSCP-EAST will employ the following selection process for staffing:
1) Create a job application requiring an appropriate certificate or credential and disclosure of criminal records
2) Announce opening
3) Recruit applicants
4) Request resume, references, records of experiences, credentials, licenses, etc.

³ See Attachment 6 for leadership’s resumes.
5) Verify previous employment
6) Interview candidates
7) Observe demonstration class taught by candidates (for instructional positions)
8) Select top candidate
9) Negotiate salary and sign the candidate

Background checks will be required of all employees.

These include a Federal Office of Justice fingerprint check for criminal record and child abuse. Authorizations to work in the United States and TB clearances will also be required.

School Site Staff Positions and Qualifications
The following is a list of key personnel to be employed by MSCP-EAST in its first year, along with corresponding qualifications:

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

The Site Principal will:
- Carry out the vision of the organization under the direction of the Board of Directors and the Chief Executive Officer
- Provide instructional leadership to the school
- Hire and evaluate effectiveness of employees according to the mission, philosophy, and obligations of the school as outlined in the employee handbook and the certificated teachers collective bargaining agreement.
- Oversee the day-to-day operations of the school in alignment with organizational core values
- Provide opportunities for staff development and professional growth
- Report to the Chief Executive Officer on the progress of the school in achieving school and organizational goals
- Be a liaison to community partners.
- Represent the mission and core values of the organization.
**Teacher Leaders/Master Teachers**

Overall Qualifications:

MSCP-EAST teachers at all levels shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB"). Accordingly, teachers of core academic subjects must have:

- Minimum of 5 years full-time teaching experience
- Demonstrated success improving student achievement with similar populations
- A State single-subject high school credential
- Background clearance from FBI/DOJ
- TB clearance

Teacher Leaders/Master Teachers will conduct peer observation, help lead professional development, assist other teachers with content planning and implementation, and research and implement innovative and current instructional strategies.

Recruiting Teacher Leaders/Master Teachers will be one of the single most important task charged to the Executive Director and Principal. One of the core beliefs of this school is that placing talented, experienced, proven teachers in 9th grade is the best way to improve student achievement, not only in 9th grade, but also in subsequent years. 9th grade sets the tone for the school, and advanced coursework cannot be accessed unless all students are proficient in the basics. Therefore, the Executive Director and the Principal will spend a great deal of time and effort to identify talented teachers and bring them to MSCP-EAST, conveying better working environment and higher compensation as attractive qualities that most teachers desire.

Recruitment strategies for Teacher Leaders/Master Teachers include utilizing:

- TFA Alumni
- CCSA Network
- Universities and Colleges (Master's programs)
- EdJoin
- Professional networking including prior contacts of Principal and Executive Director.

**Teachers**

Overall Qualifications:

MSCP-EAST teachers will be responsible for lesson planning, instruction, class attendance reporting, and all other typical duties of a high school teacher. MSCP-EAST teachers at all levels shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB"). Accordingly, a teacher of core academic subjects must have:

- A State single-subject high school credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential, and demonstrated expertise
- Background Clearance from FBI/DOJ
- TB Clearance

Recruitment strategies for teachers include utilizing:

- TFA Alumni
- CCSA Network
- Universities and Colleges
- EdJoin
- Professional Networking
- Troops to Teachers
- New Teacher Project
Counselor

Overall Qualifications

- Minimum of 1 year full-time high school counseling experience
- Minimum of 1 year college-prep counseling experience
- Demonstrated success with similar populations
- A State credential for school counseling
- Background Clearance from FBI/DOJ
- TB Clearance

Recruitment strategies for Counselor include utilizing:

- CCSA Network
- Universities and Colleges
- EdJoin
- Professional Networking

The counselor will primarily be responsible for college counseling, advisement, parent workshops, and some course scheduling.

Administrative Office Personnel

Overall Qualifications:

- Education: 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

IT Specialist

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

Salaries and Benefits

MSCP-EAST employees will receive compensation commensurate with their responsibilities and experience. The teacher salary range for MSCP-EAST will be considerably higher than that of LAUSD pay scale for similarly experienced teachers. The rational for this is that MSCP-EAST wants to recruit a class of seasoned, talented, proven teachers with at least 5 years of experience, particularly in its first year of operation. Because MSCP-EAST will not be able to offer the lifetime benefits that LAUSD offers to senior teachers, MSCP-EAST will need to offer higher salaries to attract high caliber teachers.

All full-time employees of MSCP-EAST are eligible for health benefits that will be negotiated and contracted through the Board of Directors. Teachers will also be provided $1 million in liability insurance by the school.

The school’s yearly calendar, holidays, length of workday and work year, sick days, personal days, and due process procedures for disputes will be developed by the Board of directors, with school leaders serving as advisors.
Performance Evaluations

All administration, faculty, and staff will be evaluated at least annually (and for teachers at least twice per year) according to specific performance measures that will be detailed in a performance rubric for each staff member, but, at a minimum, will include the measures listed below.

The MSCP-EAST Board of Directors will evaluate the Executive Director on:
- Achievement of the mission and vision of the school;
- Achievement of mutually agreed upon annual goals in relation to facility acquisition, fundraising, and partnership development;
- Maintenance and oversight of fiscal activities and keeping a sound budget;
- Human resources, staff recruitment, selection, retention and performance; and
- Parent and student satisfaction.

The Executive Director will evaluate the Principal on:
- Academic outcomes, including student attendance, grades, test scores, retention, and progression;
- Development and guidance of the academic program to ensure high academic success;
- Level of community and parent involvement;
- Maintenance and oversight of fiscal activities, including a sound budget;
- Development and maintenance of a positive school climate, and
- Staff performance;
- Other duties as assigned.

The Principal will evaluate Teachers ongoing, on:
- Effective teaching practice;
- Improvement of student learning; and
- Performance of job duties as assigned.

The Principal will evaluate the Counselor on:
- Effective monitoring of student course work to meet A-G requirements;
- Effective guidance given to students regarding higher education opportunities;
- Graduation requirements being met by all students; and
- Effective guidance on financial aid.

The Executive Director shall also evaluate all other campus personnel that will serve as a direct report to the Executive Director, as outlined in specific job descriptions, on effectiveness as a MSCP-EAST team member, and on regular, punctual attendance.

The Principal will schedule a conference with each employee receiving an evaluation of “low-performing”. This conference shall be for the purpose of writing an Action Plan that outlines areas of improvement, provides a plan of intervention through staff development and support, and sets expectations and a timeline for completion of Action Plan targets. In addition, the Action Plan will identify consequences for failure to comply with any component of the plan.

An employee who disagrees with his/her evaluation may file a written complaint. This objection may be attached to the evaluation. All employees have the right to Due Process and to Grievance Procedures.

All staff will be evaluated formally by their supervisors at least annually. Annual goals and objectives will be developed jointly by staff members and supervisors in accordance with the mission and vision of MSCP-EAST. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor will provide appropriate support and training. Those staff members not meeting expectations may be given at least one verbal warning, followed by two written warnings and thirty (30) days notice. If there is no improvement, the staff member will be terminated. If a grievance arises regarding the evaluation process, an employee should attempt to resolve the issue with his or her immediate supervisor. If the dispute cannot be resolved at this level, the employee should address his or her grievance in writing to the Principal who will schedule a meeting regarding the grievance issues with all parties involved at a time.
and place that is mutually convenient for all. If the issue still remains unresolved, the staff member may request a meeting with the Board of Directors who will provide a final decision in the matter.

**Outside Contractors**
MSCP-EAST will contract with an outside provider for financial services in the first and second year. After Year 2, the Executive Director, with appropriate training, will assume many of the fiscal and reporting responsibilities.

MSCP-EAST will continue to outsource payroll and other specialized services, such as food service, grounds keeping, custodial services, and security. With the provision of security on campus, MSCP-EAST will follow applicable Federal and State laws. Special education services will be contracted out to either LAUSD or another provider.

The Executive Director will be responsible for the evaluation of outside contractors. The evaluations will be presented to the Board of Directors. The Board of Directors will have ultimate contract authority.

**Assurances and Background Checks**
MSCP-EAST agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. It will conform to the legal requirement that all MSCP-EAST 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.

MSCP-EAST will maintain current copies of all teacher credentials and ensure that they are readily available for inspection.

The Executive Director will ensure that credentials are processed and monitored in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new teachers and reviewed on an annual basis for all staff. Staff members will be informed of any required modifications/updating of credentials.
Element 6: Student Health and Safety Procedures

Governing Law: 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 Section 44237—California Education Code Section 47605 9(b)(5)(F)

HEALTH, SAFETY AND EMERGENCY PLAN (LAUSD REQUIRED LANGUAGE)

MSCP-EAST shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. MSCP-EAST shall ensure that staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

MSCP-EAST, including its employees and officers, shall 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 Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Facility Address
The address of MSCP-EAST is to be determined, but will fall within the Los Angeles County limits.

ADA Compliance
MSCP-EAST shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the state building codes. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

MSCP-EAST assures that the school's facilities and any modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other
applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

**Certificate of Occupancy Assurance**
MSCP-EAST assures that a site will be secured with an appropriate Certificate of Occupancy 45 days prior to the opening of school. The MSCP-EAST assures that a school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.

If LAUSD facilities are used during the term of this charter, MSCP-EAST shall abide by all LAUSD policies relating to Maintenance and Operations Services.

**School Safety Plan Assurances**
MSCP-EAST shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The school staff will be trained annually on emergency response and safety. A copy of the school safety plan will be kept on file at the school site. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

**Safe Auxiliary Services**
MSCP-EAST will require providers of auxiliary services to present proof of health and safety compliance before entering into a contract with such providers. Evidence must to be provided to the Executive Director.

**Mandated Child Abuse Reporting**
Pursuant to Penal Code section 11164 and 11166 all MSCP-EAST employees will be responsible for reporting suspected cases of child abuse to the appropriate authorities.

The reporter needs to only "reasonably suspect that abuse or neglect has occurred. The principal will provide profession development to make sure the entire staff understands the procedures for reporting child abuse. All staff will understand that they are mandated reporters and that failure to report is a misdemeanor punishable by law.

MSCP-EAST staff will immediately notify the Department of Children Services and/or the LAPD if there is suspicion of abuse. Further, the reporter will submit a written report of the incident to those same agencies. The reporting person will be responsible to provide all necessary information and reports to the proper investigating authorities.

If a child needs to be removed from the school based on the recommendation of DCS or law enforcement, MSCP-EAST will obtain the contact information of the agency person removing the student. This information will be available to the parent/guardian.
Element 7: Means to Achieve Racial/Ethnic Balance Reflective of District

Governing Law: The means by which the school will achieve 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—California Education Code Section 47605 (b)(5)(G)

COURT-ORDERED INTEGRATION (LAUSD REQUIRED LANGUAGE)

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District 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.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

The District and MSCP-EAST 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”). MSCP-EAST 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 charter school.

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

MSCP-EAST shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. MSCP-EAST shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at 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 MSCP-EAST under the NCLB-PSC program increases in subsequent years, MSCP-EAST agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.
**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, MSCP-EAST 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. MSCP-EAST understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. MSCP-EAST 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 Program eligibility and 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
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

MSCP-EAST also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

**Outreach Efforts**

MSCP-EAST will make every effort to recruit students of various racial and ethnic groups, so as to achieve a balance that is reflective of the general population residing within the boundaries of the Los Angeles Unified School District. MSCP-EAST will be publicized on an on-going basis, with particular emphasis in the East Los Angeles community. The School’s Outreach Plan shall include, but is not necessarily limited to, the following strategies to ensure a racial and ethnic balance among students that is reflective of LAUSD’s demographics:

MSCP-EAST began outreach to parents of potential students in the fall of 2012 utilizing local churches of various faiths and ethnic representation, earned media, directed web traffic, community forums, and middle school visits.
MSCP-EAST has already participated in community events to provide information about the school and answer questions. MSCP-EAST will also be responsive to local media inquiries, providing information about the application and eligibility process.

MSCP-EAST will also work with counselors at local public and private middle schools to create awareness to parents. LAUSD and charter middle schools that will be contacted include, but are not limited to: Stevenson and KIPP LA Prep.

For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, MSCP-EAST will make special outreach efforts. MSCP-EAST will advertise at places commonly used for child care and after-school programming, such as YMCAs and the Boys and Girls Clubs. MSCP-EAST will distribute information to local libraries as well. MSCP-EAST will also ask agencies providing public assistance to distribute school materials, including student applications.

Flyers will be posted at local grocery stores, after-school tutoring centers, churches, and libraries. Flyers will be posted in English and Spanish.

Parents will also be allowed to submit student applications online through the school’s website.

**Geographic Target Area**
MSCP-EAST will recruit primarily in East L.A. region of Los Angeles.

**Outreach Languages**
MSCP-EAST will produce recruiting materials in English and Spanish, the representative languages of the school’s target area.

**Efforts for a LAUSD Reflective Population**
The East Los Angeles area of Los Angeles is primarily comprised of the following ethnic/racial groups: Latinos, Asians, African-Americans, and Filipinos. By targeting recruitment efforts in the local community, reaching out to churches of all faiths and racial makeup, and working with community and business leaders of various ethnic groups, MSCP-EAST will successfully recruit a student body that is reflective of the demographics of East Los Angeles region on Los Angeles. MSCP-EAST will be cognizant to not focus solely on a particular subgroup. MSCP-EAST will diligently reach out to all groups, using multiple languages when appropriate.
Element 8: Admission Requirements

**Governing Law:** “A charter school shall admit all pupils who wish to attend the school.” See Education Code § 47605(2)(A).

**McKinney-Vento Homeless Assistance Act (LAUSD Required Language)**

Charter School shall 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

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

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

**Assurances**

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

As a charter school, MSCP-EAST is a school of choice. MSCP-EAST shall admit all pupils who wish to attend the school (Education Code Section 47605(d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by a single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Admission to MSCP-EAST will not be determined according to the place of residence of the pupil or his/her parent.

**Admissions Requirements**

MSCP-EAST will place no restrictions relating to prior academic or behavior records, other than the successful completion of the preceding grade. MSCP-EAST will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the school's educational philosophy and instructional practices. Furthermore, enrollment and recruiting advertisements for the school will clearly state that the ‘school services students with disabilities in the least restricted environment.’ The efforts the school will employ to recruit students are described in Element #7

MSCP-EAST will also work with counselors at local public and private middle schools to create awareness to parents.

For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, MSCP-EAST will make special outreach efforts.
MSCP-EAST will advertise at places commonly used for child care and after-school programming, such as YMCAs and the Boys and Girls Clubs. MSCP-EAST will distribute information to local libraries as well. MSCP-EAST will also ask agencies providing public assistance to distribute school materials, including student applications.

Flyers will be posted at local grocery stores, after-school tutoring centers, churches, and libraries.

**Application Process**
Applications for enrollment will be accepted during a publicly advertised open enrollment period each winter through spring for enrollment in the following school year. The dates will be clearly indicated on the MSCP-EAST website, on the flyers and posted at our school site, and with our partner organizations. An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our web site in English, Korean and Spanish and in the office (and additional languages if needed). The process is also verbally explained to any families who calls, or hands in their paper intent to enroll forms in-person.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students applying for enrollment exceeds the charter school’s capacity, admission shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

**Efforts to Recruit Low Achieving and Economically Disadvantaged Students**
The East Los Angeles region of Los Angeles has an unusually high percentage of children living in foster care. MSCP-EAST wants to serve these students, as they have typically not performed well in traditional, big comprehensive high schools. MSCP-EAST is uniquely set up to better serve this population because of small class sizes, individualized learning programs, and a much smaller student body than most local high schools. MSCP-EAST will reach out to foster care homes, placement agencies, and foster parent groups to specifically recruit this group of students.

MSCP-EAST will also work with counselors at local public and private middle schools to create awareness to parents.

For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, MSCP-EAST will make special outreach efforts. MSCP-EAST will advertise at places commonly used for child care and after-school programming, such as YMCAs and the Boys and Girls Clubs. MSCP-EAST will distribute information to local libraries as well. MSCP-EAST will also ask agencies providing public assistance to distribute school materials, including student applications.

Flyers will be posted at local grocery stores, after-school tutoring centers, churches, and libraries.

**Public Random Lottery**
Public notice will be posted at the school location, school web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site). If the lottery cannot reasonably be held at the school site, it will be held in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. Parents who turned in application for enrollment forms prior to the deadline will be notified of the date and time of the public drawing, and invited to attend, though parent attendance at the lottery will not be required in order to secure enrollment for a student. Following the first year of enrollment, for which a lottery will be held no later than June 15th, MSCP-EAST will conduct a lottery prior to April 15th, publicizing the date, time and location with reasonable notice of at least two weeks before the lottery date.

If the Charter School receives a number of applications that exceeds the number of available spaces, during any period of time in which Charter School is eligible for or receiving funds via the Public Charter Schools Grant Program (PCSGP), in accordance with federal non-regulatory guidance as outlined referenced in Appendix J of the Public Charter Schools Grant Program PCSGP-Request for
Application, a single public random lottery will be conducted. Exemptions and preferences will be offered in the following categories in accordance with reconciliation of state and federal laws as outlined in the Public Charter Schools Grant Program PCSGP-Request for Application for all periods of time in which PCSGP grant funds are received. Appendix J: Matrix of Exemptions and Preferences in the Public Random Drawing (Lottery). The following groups of students will be exempted from the lottery:

- Students who are currently enrolled; and
- Siblings of admitted students.

In addition, admissions preference will be given first to residents of the District. During any period of funding for the Public Charter Schools Grant Program, this admissions preference will be given a 2:1 weighting factor or as otherwise agreed upon with the District during the single weighted public drawing. No other exemptions or preferences shall be given.

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

**Enrollment Process**

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

The enrollment packet is comprised of the following:

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

The waiting list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, the administrative office will contact the family of the student on the top of the waiting list by phone or email to offer their student admission to the school. If a family is notified by phone or email prior to August 15th, the family has ten (10) days to confirm enrollment and return a completed enrollment packet. If a student is notified after August 15th, they will have 72 hours to confirm enrollment and submit an application by mail or email.

Should the family decline the position, the next family on the list will be contacted until the open position is filled. In no circumstance will a wait list carry over to the following school year, and students who remain on the wait list must apply for enrollment in the following year.

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

MSCP-EAST agrees to adhere to applicable state and federal laws governing the privacy and confidentiality of pupil records. In order to ensure continuity of record keeping, the sponsoring district will provide MSCP-EAST upon request, complete copies of the cumulative records of the students who attend Math and Science College Prep-East. Upon leaving Math and Science College Prep-East, student records will be processed accordingly and shared with the student’s new school district. MSCP-EAST will adhere to all admissions regulations as mandated in AB 544.
Element 9: Financial and Programmatic Audit

**Governing Law:** “The manner in which annual, independent financial audits shall be conducted. These audits 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.” California Education Code 47605 (b)(5)(l)

**(LAUSD REQUIRED LANGUAGE)**
The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(l) as it is amended from time to time.

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

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

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

**Audit Assurances**
MSCP-EAST will be a fiscally independent, direct-funded charter school. A system of internal controls will be instituted and maintained by the MSCP-EAST Executive Director with assistance of the business services consultant. The Executive Director will be responsible for contracting with and overseeing an independent audit by an accountant certified by the State of California with knowledge of school budget and accounting procedures. The audit will be performed annually. Before signing the contract agreement, the Executive Director must receive approval from the Board of Directors, as per Board policy. This audit will be conducted according to generally accepted accounting practices (GAAP) to verify the accuracy of the school’s financial statements, attendance, and enrollment accounting principles and to review the school’s internal controls. Audit exceptions and deficiencies will be resolved in conference with auditing agency prior to the completion of the auditor’s final report. The Finance Subcommittee of the MSCP-EAST Board of Directors will participate in the audit process along with the Executive Director.

**Systems to Provide Information**
MSCP-EAST will utilize attendance accounting procedures that will satisfy requirements for LAUSD, LACOE and CDE. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis. MSCP-EAST will utilize a carefully selected student information system (SIS), likely Power School, for attendance recording.

MSCP-EAST will contract with a back office provider, such as ExEd, for most accounting procedures in the first two years of operations. These contractors, along with the Executive Director, will provide financial information needed for an audit. Appropriate accounting procedures will be implemented by MSCP-EAST to provide thorough and accurate information.

**Reporting to LAUSD**
MSCP-EAST will provide LAUSD with the final audit results within 60 days of completion of the audit report. Audit exceptions and deficiencies in the final report will be resolved to the satisfaction of LAUSD. MSCP-EAST shall promptly respond to all reasonable inquiries from the District, including but not limited to inquiries regarding financial records, and shall consult with the District regarding any inquiries.
Element 10: Pupil Suspension and Expulsion

_Governing Law:_ “The procedures by which pupils can be suspended or expelled”—California Education Code Section 47605 (b)(5)(J)

**GENERAL PROVISIONS (LAUSD REQUIRED LANGUAGE)**

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

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

**STUDENTS WITH DISABILITIES**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil; unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

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

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.
General Discipline Policy

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

The MSCP-EAST student discipline policy and procedures for suspension and expulsion shall include positive behavioral interventions. 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. 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.

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

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

A student may be suspended or expelled for any of the acts enumerated in this section that are related to school activity 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.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Prior to suspension/expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and the Principal to support the student in the improvement of his/her behavior. The SST will meet with the student’s advisor as needed on Early Dismissal Days to discuss specific modifications and intervention strategies for the student to follow. The advisor will update the student’s ILP according to the goals set in these SST meetings. Student behavior will be monitored with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may be suspended.

MSCP-EAST 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 the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

The MSCP-EAST 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 the Director/Principal's office.
Disciplinary Records
The School shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the School. These files will only be accessible to the Executive Director, Principal, and any 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.

Qualifying Offenses

Suspension and Expulsion
A Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well-being of all students at MSCP-East. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Math and Science College Prep-East’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 comport with legal requirements.

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.

Grounds for Mandatory Suspension
- Possessed, sold, or otherwise furnished any knife, or other dangerous object.
- Possessed, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
- Committed or attempted to commit robbery or extortion.
- Stole or attempted to steal school or private property.
- Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.
- Knowingly received stolen school or private property.
- Committed hate crimes.

Grounds for Discretionary Suspension
- Threatened, attempted, or caused physical injury to another person.
- Willfully used excessive force or violence upon the person of another, except in self-defense.
- Disrupted school activities or willfully defied the valid authority of school personnel.
- Was party to actions that caused the mandatory suspension of another student.
- Willfully damaged or vandalized school property.
- Committed sexual harassment.
- Possessed or used tobacco or any product containing tobacco or nicotine products, including clove cigarettes.

The above lists are not exhaustive and depending upon the offense, a student may be suspended for misconduct not specified above when such conduct warrants suspension.

Grounds for Mandatory Expulsion
- Possessed, sold, or otherwise furnished a firearm, explosive or other life-threatening weapon. (Federal Gun-Free Schools Act of 1994: expulsion for one calendar year for anyone who takes a gun to school.)
- Knowingly participated in activities that seriously endangered students, parents, or staff.
- Committed or attempted to commit sexual battery or sexual assault.
- Possessed, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- Committed or attempted to commit robbery or extortion.
- Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.
Grounds for Discretionary Expulsion

- Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
- Stolen or attempted to steal material school or private property.
- Knowingly received stolen school or private property.
- Repeated offences that would be grounds for suspension.

The above lists are not exhaustive and depending upon the offense, a student may be expelled for misconduct not specified above when such conduct warrants expulsion.

The MSCP-EAST will comply with the federal Gun Free Schools Act of 1994.

A student will not be suspended or expelled for truancy or tardiness.

Suspension or Expulsion 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 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 MSCP-EAST attendance policy and are not in of themselves a student discipline issue.

Procedures for Suspension and Expulsion

Suspension from Class: A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Executive Director. The pupil will be sent to an administrator for appropriate action, which may include suspension from school or other disciplinary measures.

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

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to Principal. The conference may be omitted if the Director/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The decision to waive the conference will be made the parent/guardian if the student is a minor.

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.

Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. 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.

**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.

Upon a recommendation of Placement/Expulsion by the Principal or Director/Principal’s 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 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 directly to the Executive Director. The Principal will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the Executive Director 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.

During the required parent conference, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.

- The Executive Director 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 Executive Director 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, the Executive Director 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.

The Principal 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 to the school Principal.

**Authority to Expel**

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the 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 of the School’s governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing 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.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The 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.
Written notice of the hearing shall be forwarded 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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSCP-EAST 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 the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

2. MSCP-EAST 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 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 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, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the
presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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.

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. These may include: The date and place of the expulsion hearing, a statement of the specific facts, charges and offenses upon which the proposed expulsion is based, a copy of the School’s disciplinary rules which relate to the alleged violation, copies of all documents to be used at the expulsion hearing, the opportunity to question all witnesses who testify at the hearing, and the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.
If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**Appeal of Expulsion**
A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsion, a fair and impartial panel of representatives appointed by the Board of Directors will hear the appeal, and its decision will be final. The panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School’s governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**Informing Parents**

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

**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 offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

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:
- The student's name
- The specific expellable offense committed by the student

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

**Evidence of Research**
MSCP-EAST researched other LAUSD public high schools and a variety of academic studies before developing this charter petition.

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4 [http://soces.lausd.k12.ca.us/about/rules/discipline.htm](http://soces.lausd.k12.ca.us/about/rules/discipline.htm)
6 [http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/STUDENT_HEALTH_HUMAN_SERVICES/SHHS/DISCIPLINE_POLICY/BUL-3638.0.PDF](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/STUDENT_HEALTH_HUMAN_SERVICES/SHHS/DISCIPLINE_POLICY/BUL-3638.0.PDF)
Expelled Pupils/Alternative Education
In the event of a decision to expel a student from Math and Science College Prep-East, the school 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.

If a student is under an expulsion order from another school district (LEA), all information must be provided to the MSCP-EAST Board of Directors for review. The MSCP-EAST Board of Directors will determine if enrollment will be granted.
Element 11: Employee Retirement System

*Governing Law:* The manner by which staff members of MSCP-EAST will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security,” Ed. Code 47605 (b)(5)(k)

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

**Responsible Staff Member**
The Executive Director is responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made with approval of the Board.

**STRS Reporting**
MSCP-EAST 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 MSCP-EAST Executive Director shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.
Element 12: Public School Attendance Alternatives

_Governing Law:_ The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. – Education Code Section 47605(b)(5)(L)

**Attendance Alternatives (LAUSD-REQUIRED Language)**

Pupils who choose not to attend MSCP-EAST 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.

MSCP-EAST recognizes that the governing School Board of LAUSD may not require any student to attend MSCP-EAST.
Element 13: Rights of District Employees

Governing Law: 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. – Education Code Section 47605(b)(5)(M)

(LAUSD REQUIRED LANGUAGE)
Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14: Mandatory Dispute Resolution

Governing Law: The procedures to be followed by The MSCP-EAST and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N)

(LAUSD REQUIRED LANGUAGE)
The staff and governing board members of MSCP-EAST agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and MSCP-EAST, 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 MSCP-EAST shall be resolved in accordance with the procedures set forth below:

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

To Charter School: Math and Science College Prep-East
                   c/o Emilio Pack
                   3183 Wilshire Blvd., #196-721, Los Angeles, CA 90010
c/o School Director

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 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings
shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: Exclusive Public School Employer

**Governing Law:** A declaration whether or not MSCP-EAST shall be deemed the exclusive public school employer of the employees of MSCP-EAST for the purposes of the Educational Employment Relations Act. -- California Education Code Section 47605(b)(5)(O)

**(LAUSD REQUIRED LANGUAGE)**

MSCP-EAST is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16: School Closure Procedures

**Governing Law:** A description of the procedures to be used if MSCP-EAST closes—Education Code Section 47605(b)(5)(p)

**REVOCAITION OF THE CHARTER (LAUSD REQUIRED LANGUAGE)**

The District may revoke the Charter if MSCP-EAST 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 MSCP-EAST if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- MSCP-EAST committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- MSCP-EAST failed to meet or pursue any of the pupil outcomes identified in the Charter.
- MSCP-EAST failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- MSCP-EAST 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 MSCP-EAST in writing of the specific violation, and give MSCP-EAST 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 MSCP-EAST, either by the governing board of MSCP-EAST or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of MSCP-EAST votes to close Charter School; or the Charter lapses.

**CLOSURE PROCEDURES**

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

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of MSCP-EAST or the LAUSD Board of Education, the governing board of MSCP-EAST shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how MSCP-EAST will fund these activities.

**Notification of Closure Action**

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

1. The CSD, if the Closing Action is an act of MSCP-EAST. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in MSCP-EAST within 72 hours of the Closure Action. MSCP-EAST shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). MSCP-EAST shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. MSCP-EAST shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, MSCP-EAST shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). [Charter] shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

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

8. All school employees and vendors within 72 hours of the Closure Action. MSCP-EAST shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

1. The effective date of the school closure

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

3. The students’ school districts of residence

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

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, 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.

Notification of employees and vendors shall include:

1. The effective date of the school closure

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

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

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

**School and Student Records Retention and Transfer**

MSCP-EAST shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student 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, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s 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. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. MSCP-EAST must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly 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 of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

MSCP-EAST 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.

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

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

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If 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 identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, 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 Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

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

MSCP-EAST’s governing 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.

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

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its 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 MSCP-EAST’s right to operate as a charter school or cause MSCP-EAST to cease operation. MSCP-EAST and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 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.
Additional Provisions (LAUSD REQUIRED LANGUAGE)

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 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**:
  
  (i) **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

  (ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services**: In the event 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.

  (i) **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.
(ii) Sole Occupant: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow 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.

**Non-District-Owned Facilities**

**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. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. 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 Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, 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.

**Pest Management**: Charter School shall 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**: Charter School shall 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.

**INSURANCE**

**Insurance Requirements**

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

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

The following insurance policies are required:

1. **Commercial General Liability**, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. **Workers’ Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. **Commercial Auto Liability**, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. **Crime Insurance or Fidelity Bond** coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $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 that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“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 Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

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

FISCAL MATTERS

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

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

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.
Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

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

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

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

Internal Fiscal Controls
MSCP-EAST will develop and maintain sound internal fiscal control policies governing all financial activities.

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