CHARTER PROPOSAL

Submitted to the LOS ANGELES UNIFIED SCHOOL DISTRICT

November 1, 2011

C: PrepTecPetitionAGcomments11_8_11.docx
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**CD** ........................................................................ Inside Pocket
LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Office

Letter of Intent to Apply for a Charter School

<table>
<thead>
<tr>
<th>Name of proposed charter school</th>
<th>PREPA TEC, LOS ANGELES</th>
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<tbody>
<tr>
<td>General location of proposed charter</td>
<td>WALNUT PARK</td>
</tr>
<tr>
<td>Projected grade levels</td>
<td>6-8</td>
</tr>
<tr>
<td>Projected enrollment</td>
<td>168, FIRST YEAR</td>
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Lead Petitioner Information:

<table>
<thead>
<tr>
<th>Name</th>
<th>XAVIER REYES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>2410 BROADWAY, WALNUT PARK, CA 90255</td>
</tr>
<tr>
<td>Phone number(s)</td>
<td>(323) 923-0383</td>
</tr>
<tr>
<td>Fax</td>
<td>(323) 923-0380</td>
</tr>
<tr>
<td>E-mail address</td>
<td><a href="mailto:GRXR1@NETZERO.NET">GRXR1@NETZERO.NET</a></td>
</tr>
</tbody>
</table>

Other members of the Charter Development team:

- Nestor Valencia
- Robert Cano
- Mildred Cunningham
- Hugo Gonzalez
- Edith Morris
- Alma Van Nice
- Jeffrey Phillips
- Joana Florez

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
The name of the school will be Prepa Tec, Los Angeles. The goal of the founding Board of Directors is to create a school that will serve the Southeast part of the Los Angeles Unified School District where persistent overcrowding, low student achievement and lack of school choice needs intervention.

**Grades Served/Number of Students**
Prepa Tec intends to open its first year with 168, sixth grade students and grow by 168 students each year until reaching its maximum capacity of 504, 6-8 students.

**Location of Target Community**
Prepa Tec intends to locate in the City of South Gate. This city, which is mostly located within the LAUSD boundaries, is a city where the demographic makeup is composed of a predominately Latino/Hispanic community (94%) and a small White and “other” community (6%). While the community is predominately Latino/Hispanic, it is also a very young community with the largest demographic age group being the 18-year-old-and-under age group. This group comprises 31.75% of the total population in the City of South Gate as compared to the rest of California at 25.48%.

**Facilities Status/Location**
Prepa Tec currently has a school site located at 2410 Broadway Ave., Walnut Park, California 90255. This area was selected to address the needs of the typically underserved students in an innovative way, offer school choice to the local community, and provide an innovative program that addresses the whole child with an outlook for global inclusiveness.

**Location and Board Policy**
Given the large portion of the population being under 18 years of age, the local schools being overcrowded and underperforming, and the personal interest of the board to provide a program unequal in the region, the board found South Gate and the surrounding community of Walnut Park and other Southeast cities to fit Prepa Tec policy to serve communities in need.

**Board of Directors**
To drive the school’s mission and vision, the Founding Board includes members with diverse backgrounds and expertise ready for the challenge. The Founding Board consists of: Xavier Reyes with experience in school development, fiscal management, and operations; Nestor Valencia with experience in non-profit operations and management, policy analysis, and community relations; Alma Van Nice with experience in elementary and middle school education and administration; Joana Florez with experience in law and charter school education, community and student relations; Jeffrey Phillips with experience in public administration and personnel management; Mildred Cunningham with experience in charter school development and education administration, community relations and fundraising; Edith Morris with experience in charter school development and education administration, community relations and fundraising; Robert Cano with experience in real estate financing and finance; and, Hugo Gonzalez with IT networking and Academia Moderna charter school parent coordination.

**Description of Philosophy**
Our philosophy is that in order for children to be successful in the twenty-first century global society, each community needs schools that focuses on the development of the whole child; it is not enough to teach children to give them the tools but to teach them to be inquisitive about what the tools are used for and in relation to what and in what context. These are the tenets of the International Baccalaureate Middle Years Program, which have been developed by incorporating the best educational practices from around the world. The curricular premise consist of incorporating thematic, inquiry-based units of instruction which focus on structured inquiry methods that promote higher-level questioning and global thinking, encouraging a child’s natural curiosity.

**Source /Core of Money**

Funds that have already been earmarked to support planning and start-up of Prepa Tec, L.A. include an Academia Moderna, Inc. transfer of $50,000 for startup expenses and personnel in the spring of 2012. Other projected revenues include the Walton Family Foundation Grants ($30,000 to be received by December 2011) and fundraising over the summer of 2011 and early 2012 will yield $20,000. Approval of the Prepa Tec, L.A. charter petition will yield other grants including the Walton Start-up Grant ($220,000) and the State PCS Grant will yield another $400,000, or a portion, by August 2012.

**Top Leaders**

Our top leaders include Xavier Reyes with an experience in school development, fiscal management, and operations; Mildred Cunningham with experience in charter school development and education administration, community relations and fundraising; Edith Morris with experience in charter school development and education administration, community relations and fundraising.

Prepa Tec has **not applied to any other jurisdiction for charter approval. It will have a sister school- Academia Moderna charter school.**

**What innovative elements of your charter could be considered “best practices” and replicated by other schools?**

Prepa Tec has adopted the internationally recognized International Baccalaureate Middle Years Program (IBMYP) model, which is aligned with our mission and vision, and focuses on meeting the needs of our target students and their community. In Southern California, there are several IBMYP certified schools, two of which are in close proximity: Anahuacalmecac International in Los Angeles USD and Albert Einstein MS in San Diego USD. The IBMYP is a trans-disciplinary curriculum that draws individual disciplines together into a coherent whole, while preserving the essence of each subject, striving to develop a global perspective. The IBMYP consists of eight subject groups integrated through five areas of interaction (health and social education, community and service, human ingenuity, approaches to learning, and environments) that provide a framework for learning within and across the subjects. Through these themes, Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology (the eight subject groups). In the final year of the program, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program.
Affirmations

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

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

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

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

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

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

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

- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. [Ref. Education Code Section 47605(d)(1)]

- Shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy, adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan to achieve and maintain the LAUSD’s ethnic goal which is with a 70:30 or 30:70 ratio.
• Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

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

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

• Shall at all times maintain all necessary and appropriate insurance coverage.

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

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

• Shall require any child to attend the charter school nor any employee to work at the charter school.

• In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

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

  ➢ The Prepa Tec, Los Angeles shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  ➢ The Prepa Tec, Los Angeles shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs.
  ➢ The Prepa Tec, Los Angeles shall comply with any jurisdictional limitations to locations of its facilities.
The Prepa Tec, Los Angeles shall comply with all laws establishing the minimum and maximum age for public school enrollment.

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

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

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

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

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

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

The address of the Charter School is 2410 Broadway, Walnut Park, CA 90255. The phone number of the Charter School is 323-923-0383. The contact person for the Charter School is Xavier Reyes. The term of this charter shall be from July 1, 2012 to June 30, 2017 - 5 yrs. The grade configuration is 6-8. The number of students in the first year will be 168. The grade level(s) of the students the first year will be 6. The scheduled opening date of the Charter School is August 20, 2012. The admission requirements include: enrollment application, home language survey and applicable health screenings. The operational capacity will be 168 students first year. The instructional calendar will be: 182 days. The bell schedule for the Charter School will be: 7:50am to 2:50pm, MTThF; 7:50 to 1:35pm Wednesday minimum days.

A. Vision

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

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

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

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

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

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

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

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

C. Whom will Prepa Tec Serve?

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

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

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

Our enrollment at capacity will be five-hundred and four (504) students in grades sixth through eighth (6-8). Beginning in Year 1 we will serve one-hundred and sixty-eight (168) sixth grade students in the fall of 2012 and every year after that, the same number (168) of six grade students will be added. The table below illustrates our enrollment plan.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Y1 - 2012</th>
<th>Y2 - 2013</th>
<th>Y3 - 2014</th>
<th>Y4 - 2015</th>
<th>Y5 – 2016</th>
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<tbody>
<tr>
<td>Grade 6</td>
<td>168</td>
<td>168</td>
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<td>Grade 7</td>
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<td>Grade 8</td>
<td>168</td>
<td>336</td>
<td>504</td>
<td>504</td>
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</table>

**Community Educational Profile**

The target student population coming to Prepa Tec will be students that will enjoy the experience of an academically rigorous program, small classes and an international approach to learning. In our first year, our sixth grade students will arrive from the ten surrounding elementary schools, depicted in the table below, with varied educational programs and academic performance levels. On average, our students will arrive from schools that are over-crowded with an average of 798 students and an average API score of 754. In addition, our students will arrive from Title I schools with a vast majority of Latino/Hispanic students and a 39 percent average of English Language Learners. The middle schools with the closest proximity to our potential facility are South Gate and Southeast middle schools. These schools in this neighborhood are among the lowest performing, most crowded schools in the entire Southeast region of Los Angeles County. The only charter school, Aspire Centennial, is in Huntington Park and is over five miles from our potential facility and borders South Central Los Angeles. This charter school, serving less than a quarter of the students, is a Title I school, serving a vast majority of Latino/Hispanic students (99%) and has an API score of 789, making it the most successful middle school in the region.
According to the LAUSD reports, the surrounding middle schools within our target community have been in and out of “PI status or continuation” overwhelmingly due to low performance in the areas of English Language Arts and Mathematics. This is a strong indicator that our students will also arrive with challenges in the areas of English Language Arts and Mathematics.

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>Enrollment</th>
<th># Students Tested</th>
<th>Met Schoolwide Growth targets?</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Free &amp; Reduced Lunch</th>
<th>% Hispanic</th>
<th>% ELL</th>
<th>% Special Ed Students</th>
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<td>2532</td>
<td>No</td>
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<td>93</td>
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</tbody>
</table>

Source: CDE, LAUSD.k12.ca.us, LAUSD 2009-10, Greatschools.net

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

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

While the majority of our students will come from the City of South Gate, the demographic profile is similar to the surrounding cities from where a portion of our students will come to our school. South Gate is a city that is predominately Latino/Hispanic at 94% as compared to the California average of 37%, according to the 2010 Census. Other large ethnic or racial groups include Whites at 4.5% and Asians at approximately 1% with a smaller mix of other ethnic or racial groups.

While the community is predominately Latino/Hispanic, it is also a very young community with the largest demographic age group being the 18-year-old and under age group. This group comprises 32% of the total population in the City of South Gate as compared to the rest of California at 25%.

Within our target group for our school, we will receive an average of 33% already in poverty in the 18-year-old and under category as opposed to the California average of 19.6%, according to Citydata.com and the U.S. Census. Moreover, near half of our students’ parents will be in the poverty category and will have very little educational attainment. The majority of our parents will have a less-than-9th-grade education, at 36%, as compared to the California average of 11% (table below). Only 4.6% will have obtained a college degree as compared to the average for California at 18.8%.

We will also see an average number of monolingual Spanish speakers coming to our door entering in sixth grade given the high percentage of Spanish as the language spoken at home at 86.8% with English at 12% as the primary language spoken at home.

In terms of crime, according to the California Office of the Attorney General, the City of Los Angeles had 317 violent crimes per one hundred thousand people in 2005. South Gate had 527 violent crimes in 2005 for a small city of 98 thousand people. Other surrounding cities with similar population numbers included Huntington Park with 577 violent crimes in 2005, as well as Inglewood with 1057 and South Pasadena with 42.
violent crimes. Overall, by comparison, the City of South Gate would be considered a moderately violent city from where our students will attend.

Additionally, according to the 2010 U.S. Census information, major indicators for the South Gate community include a medium household income below county and state averages, yet slightly higher than its neighbor city to the North, Huntington Park; In terms of age, South Gate is a very young city. It has a higher percentage of “Persons Under-5 years” than the average for the county and for the state, which equals to a total of 9,794 persons. Yet, compared to its neighbor Huntington Park (6,380 persons), it has a slightly lower percentage of “Persons Under-5 year” olds. There may be a correlation for South Gate’s neighbor city having a larger “Under-5” population percentage given the larger foreign born population, although, South Gate also has a significantly larger than average number of “Foreign Born” persons than the county and state averages; In terms of transiency, South Gate is a community that on average is significantly on par with the county and the state. Almost half of South Gate’s population have stayed in South Gate for five or more years; In terms of education, the percentage of the population in South Gate with a bachelor’s degree or higher is significantly below county and state averages. Also, educational attainment as measured by high school graduation levels are at 50%, according to LAUSD/UCLA study; In terms of size of households, South Gate has a significantly larger average number of persons per households, many under five years old and the vast majority speaking Spanish as their primary language spoken at home.

<table>
<thead>
<tr>
<th>Census 2010</th>
<th>SG</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>99,400</td>
<td>37.8 m</td>
</tr>
<tr>
<td>Persons under 18</td>
<td>31.75</td>
<td>25.48</td>
</tr>
<tr>
<td>White</td>
<td>4.5</td>
<td>40.9</td>
</tr>
<tr>
<td>Black</td>
<td>0.47</td>
<td>5.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>94</td>
<td>37.1</td>
</tr>
<tr>
<td>Foreign born</td>
<td>49.3</td>
<td>26.2</td>
</tr>
<tr>
<td>Language other than English (S)</td>
<td>86.87</td>
<td>28.18</td>
</tr>
<tr>
<td>HS graduates</td>
<td>25.4</td>
<td>21.6</td>
</tr>
<tr>
<td>Bachelors or higher</td>
<td>4.6</td>
<td>18.8</td>
</tr>
<tr>
<td>Persons per households</td>
<td>4.2</td>
<td>2.9</td>
</tr>
<tr>
<td>Medium household income</td>
<td>42,362</td>
<td>58,931</td>
</tr>
<tr>
<td>Below poverty</td>
<td>14.72</td>
<td>9.8</td>
</tr>
</tbody>
</table>
In sum, the community from which we will draw our students is a city with relatively moderate poverty, largely Latino/Hispanic, with a large number of young people, a population with low percentage of formal educational attainment and with a moderate violent crime index.

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

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

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

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

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

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

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

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

We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills that will enable our students to find workable solutions to these kinds of problems.

E. How Learning Best Occurs

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

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

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

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

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

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

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

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

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

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

F. Instructional Program and Curriculum

Educational Philosophy
Direct explicit instruction and a standards based sequential curriculum will drive the educational philosophy of Prepa Tec. Instruction will be inquiry and investigation-based and a holistic learning environment will be provided. Students will experience an inspirational learning environment with rigorous academic standards enriched with higher-level questioning and global mindedness. Prepa Tec will not only have a rigorous learning environment that will enable students to become self-motivated, competent, life-long learners, but will also provide a learning experience where students learn to be world citizens and guardians of the planet.

The following key elements, described below, comprise Prepa Tec’s approach to instruction, which also reflect our school’s core goals that will fulfill our mission to provide a world-class education to every student:

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

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

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

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

Its premise is based on thematic, inquiry-based units of instruction focused on structured questioning methods that promote higher-level questioning and global mindedness.

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

The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines. In particular, the framework is flexible enough to allow a school to include other subjects not determined by the IB but which may be required by state or national authorities.

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

- intercultural awareness
- holistic learning
- communication

Teachers organize the curriculum through the five areas of interaction:
1. **Approaches to Learning** is concerned with developing the intellectual discipline, attitudes, strategies and skills that will result in critical, coherent and independent thought and the capacity for problem solving and decision-making. These are:
- How do I learn best?
- How do I know?
- How do I communicate my understanding?

Through Approaches to Learning, students are provided with the tools to enable them to take responsibility for their own learning. Central to this is "learning how to learn" and developing in individuals an awareness of how they learn best, of thought processes and of learning strategies. Approaches to learning also include:
- organizational skills and attitudes towards work
- collaborative skills
- communication
- information literacy
- reflection
- problem-solving and thinking skills
- subject-specific and interdisciplinary conceptual understanding

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

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

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

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

Students are encouraged to make connections between their intellectual and social growth, thereby refining their affective, creative and ethical as well as cognitive development. This is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom.
3. *Homo Faber* allows students to focus on the evolution, processes and products of human creativity. It considers their impact on society and on the mind. Students learn to appreciate the human capacity to influence, transform, enjoy and improve the quality of life. This area of interaction encourages students to explore the relationships between science, aesthetics, technology and ethics. These are:

- Why and how do we create?
- What are the consequences?

This area of interaction allows students to explore in multiple ways the processes and products of human creativity, and to consider their impact on society and the mind.

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

In particular, Human Ingenuity:

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

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

4. Environment aims to make students aware of their interdependence with the environment so that they become aware of their responsibility, and may take positive, responsible action for maintaining an environment fit for the future. These are:

- Where do we live?
- What resources do we have or need?
- What are my responsibilities?

This area of interaction aims to develop students’ awareness of their interdependence with the environment so that they understand and accept their responsibilities. It deals with:

- the importance of the local and global environment
- the concepts of sustainable development in a context of increasing environmental threats
- related problems of a socio-economic nature.

The study of Environments assists students in:

- understanding the links between economic, political and social issues, and how these affect the environment
- developing positive and responsible attitudes towards their environments
- gaining the skills and commitment to contribute to their environments.
Through coursework and activities, teachers can help students to gain an understanding of related concepts and issues at the personal, local and global levels by guiding their investigations through the perspectives of:

- awareness
- responsibility
- action
- reflection

5. Health and Social Education prepares students for a physically and mentally healthy life, aware of potential hazards and able to make informed choices. It develops in students a sense of responsibility for their own well-being and for the physical and social environment. These are:

- How do I think and act?
- How am I changing?
- How can I look after myself and others?

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

In particular, the exploration of this area in the subject groups allows students to discuss and reflect on the following aspects of health:

- physical
- psychological
- sociological
- economic
- legal

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

- knowledge
- skills
- attitudes
- values

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

The skills to be developed would include:

- using simple equipment
- making straightforward observations and measurements
- drawing scientific diagrams.
The teacher could then lead the students to explore issues linked to **Environment** and **Homo Faber** by posing questions such as:

- How pure is pure?
- Can the energy costs involved in the production of pure substances be justified?
- Why is only a fraction of the world’s water directly drinkable?
- How can we produce enough drinkable water to meet our needs?

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

### Sample Program of Inquiry: Program Language A: English

<table>
<thead>
<tr>
<th>Approaches To Learning</th>
<th>Community and Service</th>
<th>Human Creativity</th>
<th>Environment</th>
<th>Health &amp; Social Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students are concerned with developing the intellectual discipline, attitudes, strategies and skills that will result in critical, coherent and independent thought and the capacity for problem solving and decision-making</strong></td>
<td>Service starts in the classroom and extends beyond it, requiring students to participate in the communities in which they live. The emphasis is on developing community awareness and concern, a sense of responsibility, and the skills and attitudes needed to make an effective contribution to society</td>
<td>Exploration that allows students to focus on the evolution, processes and products of human creativity. It considers their impact on society and on the mind. Students learn to appreciate the human capacity to influence, transform, enjoy and improve the quality of life. This area of interaction encourages students to explore the relationships between science, aesthetics, technology and ethics</td>
<td>Students aim to make students aware of their interdependence with the environment so that they become aware of their responsibility, and may take positive, responsible action for maintaining an environment fit for the future</td>
<td>Students prepare for a physically and mentally healthy life, aware of potential hazards and able to make informed choices. It develops in students a sense of responsibility for their own well-being and for the physical and social environment</td>
</tr>
</tbody>
</table>

|----------|----------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|

Becoming authorized as an International Baccalaureate Middle Years Program (IBMYP) school is an extensive and rigorous process, which takes several years of training to
prepare teachers to organize and implement their own thematic units based on the “backwards design” model. From its inception, Prepa Tec will begin to develop and implement inquiry-based units in all grades with the goal of becoming fully IB authorized by approximately 2014 (see the Implementation Plan and Timeline at the end of Element 1 for more detail).

International Baccalaureate and the Target Population

An excellent example of the impact of the IB program on impacting the academic success of a historically under-performing population is Willard Elementary in Pasadena, which is an authorized IBPYP school. The ethnic composition of this school consists of 68% Hispanic students, 8% African-American, 13% White, 6% Asian and 1.8% other. 71% of the students receive Free or Reduced Lunches. At Willard the 2011 school wide API was 864 and the school’s API has been rising for all subgroups since the introduction of the IBPYP. As evidenced by the API subgroup scores, this model has been proven to be successful for Latino/Hispanic students scoring 767 API and for economically disadvantaged students scoring 779 API and for English Learners scoring 714. The school has a statewide ranking of 8 and a similar schools ranking of 10. Similarly, C.J. Morris has shown great strides with a very similar population. Prepa Tec expects that the implementation of the Middle Years Program will have a similarly positive impact on our target population.

<table>
<thead>
<tr>
<th>IB SCHOOLS</th>
<th># of Students Tested</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Free &amp; Reduced Lunch</th>
<th>% White</th>
<th>% Asian</th>
<th>% Black</th>
<th>% Hispanic</th>
<th>% ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willard ES, PUSD</td>
<td>414</td>
<td>864</td>
<td>8</td>
<td>10</td>
<td>71</td>
<td>13</td>
<td>6</td>
<td>8</td>
<td>68</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>57</td>
<td>93</td>
<td>n/a</td>
<td>n/a</td>
<td>56</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>71</td>
<td>93</td>
<td>n/a</td>
<td>n/a</td>
<td>65</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>API</td>
<td>779</td>
<td>949</td>
<td>887</td>
<td>745</td>
<td>767</td>
<td>714</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. J. Morris, WVUSD</td>
<td>327</td>
<td>902</td>
<td>9</td>
<td>4</td>
<td>25</td>
<td>8</td>
<td>37</td>
<td>4</td>
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<td>11</td>
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<tr>
<td></td>
<td>ELA</td>
<td>52</td>
<td>n/a</td>
<td>82</td>
<td>n/a</td>
<td>63</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Math</td>
<td>57</td>
<td>n/a</td>
<td>89</td>
<td>n/a</td>
<td>63</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>API</td>
<td>858</td>
<td>914</td>
<td>958</td>
<td>888</td>
<td>850</td>
<td>890</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Similar to the IBPYP schools, Linsay Academy in the Long Beach Unified School District, an IBMYP school, with similar characteristics as Prepa Tech, shows a defined gain in student performance as compared to other traditional public schools. As compared to the average Prepa Tec target area middle schools, Lindsay Academy’s API score is at 715 while the average API score for LAUSD middle schools in the target area is 677.

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>Enrollment</th>
<th># Students Tested</th>
<th>Met Schoolwide Growth targets?</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Free &amp; Reduced Lunch</th>
<th>% Hispanic</th>
<th>% ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsey Academy, LBUSD</td>
<td>921</td>
<td>859</td>
<td>Yes</td>
<td>715</td>
<td>1</td>
<td>3</td>
<td>90</td>
<td>66</td>
<td>27</td>
</tr>
<tr>
<td>LAUSD Area Middle Schools</td>
<td>2374</td>
<td>2083</td>
<td>No</td>
<td>677</td>
<td>2</td>
<td>4</td>
<td>96</td>
<td>96</td>
<td>23</td>
</tr>
</tbody>
</table>
**Timetable for the application process**

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>DESCRIPTION</th>
<th>TIME REQUIRED</th>
<th>REQUIRED ACTIVITIES DURING PHASE</th>
</tr>
</thead>
</table>
| Phase 1 | Consideration phase: feasibility study and identification of resources | Year 1 (2012-'13) | • Purchase relevant publications from sales and marketing department, IBCA.  
• Head of school/primary principal/others attend PYP introductory workshop.  
• Identify potential PYP coordinator.  
• Gain support from district superintendent, board of governors, head of school, teachers, parents (as applicable).  
• Start training activities.  
• Develop curriculum documentation for the trial implementation period.  
• After consultation with the regional office, visit an IB World School authorized to offer the PYP.  
• Submit PYP application form part A and supporting documents. |
| | 1 begins with the first contact with the regional office, continues through the various listed activities, and concludes with the school making an informed decision to pursue an application.  
The school sends the PYP application form part A, supporting documentation and application fee to the regional office to request candidate school status and to start implementing the program on a trial basis. | | |
| Phase 2 | Candidate phase: trial implementation period | Year 2 (2013-'14) | • PYP coordinator/teachers/others attend PYP regional workshops or the school hosts an in-school workshop with IBO-approved trainers.  
• Engage with inquiry across the curriculum and develop program of inquiry.  
• Continue to develop appropriate curriculum documents to support the implementation of the program.  
• Prepare application materials using this guide and the PYP school guide to the authorization visit.  
• A pre-authorization/consultation visit may take place (at the discretion of the regional office). |
| | This phase assumes that there is an understanding of the requirements of the program and a positive commitment to seek authorization.  
The school develops and implements a school-wide program of inquiry with corresponding curriculum documents.  
*This phase involves the preparation of the PYP application form part B and required supporting documentation.*  
*A pre-authorization consultation visit by representative(s) of the IBO is required and may occur during this phase.* | | |
| Phase 3 | Final phase: school visit by an IBO visiting team | Year 3 (2014-'15) | • Submit PYP application form part B.  
• Completed application package is reviewed by the regional office.  
• A pre-authorization/consultation visit may take place (at the discretion of the regional office).  
• Authorization visit by IBO visiting team.  
• Visiting team’s report submitted to the regional office, reviewed and sent to the IBO director general for final decision. |
| | This phase involves the submission of PYP application form part B, the required supporting documentation and the application fee.  
*A pre-authorization/consultation visit may occur during this visit. An authorization visit is carried out by an IBO visiting team.* | | |
**Instructional Methodology 2. Standards-Based Instruction**

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

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

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

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

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

**Stage 1: Unpacking and Prioritizing State Content Standards**
Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
  - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
  - Percentage of questions from the STAR exam (CST & CAT 6) that relate to each strand of the standards (this will be tied to creating assessments)
  - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

**Stage 2: Aligning Assessments (formative and summative) to content standards**
Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:
• Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)

• Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)

• Match an appropriate assessment method to each standard

• Establish and articulate clear criteria for reaching proficient performance on standards

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

Teachers will design innovative instructional strategies by:

• Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)

• Writing effective standards-based lesson plans

• Exploring how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles.

• Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)

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

• collaborative investigations and demonstrations
• mini-lessons that address specific skills within the context of larger projects
• giving guidance and adequate time to self-reflect and self-assess
• authentic assessments
• direct instruction
• research based projects
• cooperative group work and projects
• inter-disciplinary approaches to curriculum
• the presentation of clearly defined “Learning Targets” for all students by all teachers
• rubric self-assessment
• the involvement of community members and educational partners in instructional presentation
• mentoring program
Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness
Teachers will analyze achievement outcomes by:

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

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

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

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

Language A: English
Grade 6 - Following the California content standards through the lens of the IBMYP areas of interactions; reading, writing, listening and speaking skills are integrated in several IBMYP units through the year. Students will be guided to comprehend and analyze a variety of narrative, expository, and informational texts. Students will write multi-paragraph essays in the following genres: personal narrative, research report, response to literature, and persuasive writing. Direct capitalization, punctuation, spelling, usage, and grammar instruction will be included as needed to improve student writing and speaking. Vocabulary will be linked to literary selections and student writing. Students will be guided and encouraged to use written and spoken language as a vehicle for thought, creativity, reflection, learning, and self-expression, and to develop a life-long love for reading.
Grade 7 - Following the California content standards with the integration of the IBMYP program; the course builds on and innovates the curriculum of the previous year. Students will learn and enhance knowledge in the four core skills of language arts: reading, writing, listening and speaking. They will accomplish this challenge by completing in-class and independent (at-home) reading and comprehension tasks; in class writing and journal prompts; listening comprehension and vocabulary tasks; and in-class presentations that enhance and engage speaking abilities. Students will be guided through the writing process in order to complete the five major writing tasks of the year: expository, narrative, persuasive, research, and summarizing. Students will also show their knowledge through project-based learning assessments, the majority of which will be assessed using the IBMYP course rubric. Vocabulary and grammar will be linked to literary selections from Literature and Language Textbook, poetry selections, novels, newspaper articles, and other forms of media. Major works of the year include but are not limited to: The Midwife’s Apprentice by Karen Cushman and The Man Who was Poe by Avi.

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

**Humanities**

Grade 6 - (World and Geography: Ancient Civilizations) Students learn about the people and events that ushered in the dawn of major Western and Non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China.

Grade 7 - (Medieval and Early Modern Times) The study of world history and geography continues with the examination of social, cultural, and technological change during the period A.D. 500-1789. The fall of Rome, study of Islam, a rising force in the medieval world, follows the spread of Islam through Africa; crosses the Atlantic to observe the rise of the Mayan, Incan, and Aztec civilizations; moves westward to compare the
civilizations of China and Japan during the Middle Ages; returns to a comparative study
of Europe during the High Middle Ages; with the turbulent age of Renaissance,
Reformation, and Scientific Revolution that ushered in the Enlightenment and the
Modern World.

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

Science
Grade 6 - (Earth Science) Using the California content standards; students are exposed
to the physical processes that shape the Earth and the resulting formations. The main
topics of study are: Earth’s structure, plate tectonics, shaping the Earth’s surface,
energy in the earth’s system, resources and ecology. Students will be using the
scientific method in laboratory situations to enhance understanding of these topics.

Grade 7 - (Life Science) Based on the California content standards; students are
introduced to biology using the scientific method, cell biology, the principles of genetics,
history of Earth, history of life on Earth, evolution, and the structure and function of
biological systems. Course includes laboratory work.

Grade 8 - (Physical Science) Using the California content standards; this course is
designed to give students the necessary skills for a smooth transition from elementary
physical science standards to high school physical science standards. The purpose is to
give all students an overview of common strands in physical science including, but not
limited to, the nature of matter, laws of energy, matter, motion and forces, and energy
transformation. Students will discover how science affects every aspect of their lives.
Therefore, students will be provided practical and topical information for each item
studied. Overall, the study of science should promote curiosity, questions, and a sense
of wonder about the world in which we live.

Technology integration - This course will involve using computer technology to generate
solutions to real world problems or tasks. Projects will require students to demonstrate
the ability to use technology for research, critical thinking, problem solving, decision
making, communication, creativity and innovation. Students will specifically demonstrate
mastery of basic productivity tools such as word processing, spreadsheet, database,
electronic research, e-mail and applications for presentations and graphics. Additionally,
students will understand the concepts underlying hardware, software, and connectivity
including the ethical dimensions of digital citizenship. Creation of project products will
utilize the IBMYP design cycle as a tool to complete course projects. Students will be
assessed through the IBMYP technology assessment criterion including the following
aspects of the design cycle: investigate; design, plan, create; evaluate; and attitude. In this course students will be completing course work that will allow them to pursue their tenth grade IBMYP certificate.

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

Math 7 - The seventh grade mathematics course is a two-semester course. It is based on both the content standards and the fundamental principles of MYP. The MYP uses a holistic approach, which allows the students to connect their learning to real-life and to see the interrelatedness of the different subjects. Students are encouraged to consider multiple perspectives in approaching problems and to develop an intercultural awareness as they learn about their own and others’ cultures. Furthermore, students are encouraged to communicate ideas using appropriate mathematical language in both oral and written explanations of ideas. Based upon the California content standards for seventh grade, students should be able to: know the properties of, and compute with, rational numbers expressed in a variety of forms; use exponents, powers, and roots, and use exponents in working with fractions; interpret and evaluate expressions involving integer powers and simple roots; express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs; graph and interpret linear and some non-linear functions; solve simple linear equations and inequalities over the rational numbers; choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems; compute the perimeter, area and volume of common geometric objects and use the results to find measures of less common objects; know how perimeter, area and volume are affected by changes of scale; know the Pythagorean Theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures; collect, organize and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program; make decisions about how to approach problems; use strategies, skills, and concepts in finding solutions; and determine a solution is complete and move beyond a particular problem by generalizing to other situations.
Math 8 - this Math is a course designed to bolster foundational skills in math as well as prepare students for success in high school mathematics. Students in Math 8 will have the opportunity to get a step up on the upcoming years of math they have ahead of them with introductions to algebra 1, geometry, and algebra 2. Concurrent to this, students will be continuing to build upon prior knowledge and understanding of math to provide the strong foundational knowledge required to succeed at the next level.

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

Language B: Foreign Language

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

Grades 6-8 - Students in the Spanish courses will learn to read, write, speak, and comprehend Spanish at the beginning level, in preparation for the tenth grade IBMYP certificate. These courses place an emphasis on communication, encouraging students to use the language in real world situations. The course incorporates holistic learning, allowing students to establish links between subjects and cultures in a project-based environment. Through study of Spanish, students will develop an awareness of linguistic, cultural, and societal similarities and differences leading to an understanding of and respect for other countries and cultures as well as their own. This course aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.
Physical Education and Health
Grades 6-8 - The focus of this course is to develop an appreciation and understanding of physical education and its relationship to a healthy, balanced lifestyle. Through various activities, guided by the California Content Standards, students will work to develop: positive habits of health and wellness; their optimal level of physical fitness; effective communication strategies (verbal, non-verbal, and written); the ability to reflect critically; and an international perspective on activity, health, and sport.

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

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

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

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

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

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

**Language A: English**
- **6th Grade**
  - McDougal Littell adoption
  - Each textbook offers website support and resources
- **7th Grade**
  - McDougal Littell *Literature and Language Arts* text
  - McDougal Littell *Language Arts Interactive Reader*
  - classzone.com
  - Novels
- **8th Grade**
  - McDougal Littell *Literature and Language Arts* text
  - McDougal Littell *Language Arts Interactive Notebook*
  - classzone.com
  - Novels

**Humanities**
- **6th Grade**
  - In ancient history, lessons are from *TCI/History Alive!* series
  - Each textbook series offers website support and resources
  - TCI/History Alive! [http://www.teachtci.com](http://www.teachtci.com)
- **7th Grade**
  - lessons are from *TCI/History Alive!* text
  - Each textbook series offers website support and resources
  - TCI/History Alive! [http://www.teachtci.com](http://www.teachtci.com)
- **8th Grade**
  - lessons are from *TCI/History Alive!* text
  - [http://www.teachtci.com](http://www.teachtci.com)

**Science**
- **6th Grade** – Earth Science
  - *CPO Science*
  - Laboratory work
- **7th Grade** – Life Science
  - *CPO Science*
  - Laboratory work
- **8th Grade** – Physical Science
• CPO Science
• Laboratory work

Mathematics
  • 6th Grade
    • Holt McDougal Mathematics – Course 1 and Course 2
    • Homework Assignment Workbook
    • Intervention Workbook
    • http://my.hrw.com
  • 7th Grade
    • Holt McDougal Pre-Algebra and Algebra I text
    • Holt Pre-Algebra Workbook
    • Student Composition Book
    • http://my.hrw.com
  • 8th Grade
    • Holt McDougal Algebra I text – Prentice-Hall: CA Geometry All-in-one Text
    • Holt Pre-Algebra I Workbook
    • Student Composition Book
    • http://my.hrw.com, pearsonsuccessnet.com

Language B: Foreign Languages
  • 6th Grade
    • McGraw-Hill Como te va?
  • 7 and 8th Grade
    • McDougal Little En Espanol Uno! And McGraw-Hill Mi Mundo
    • Various workbooks, audio CDs, and other materials
  • 6-8th Grade
    • Chinese Mandarin textbook will be adopted

Physical Education
  • Academic reading selections on a weekly basis

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

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

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCHOOL DAYS</th>
<th>NON-INSTRUCTIONAL DAYS</th>
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</thead>
<tbody>
<tr>
<td>Aug 13-17</td>
<td>0</td>
<td>Aug 13-17 New Teach PD</td>
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<td></td>
<td></td>
<td>Aug 15-16 Parent Orientation(evening);</td>
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<td>Aug 20-24</td>
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<td>Aug 22 Teacher PD</td>
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<td><strong>Aug 21 - 1st day of School</strong></td>
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<tr>
<td>Aug 27-31</td>
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<td>Sept 3-7</td>
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<td>Sept 10-14</td>
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<td>Sept 24-28</td>
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<td>End Progress Report Period</td>
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<td>Oct 1-5</td>
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<td>Oct 8-12</td>
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<td>Oct. 15-19</td>
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<td><strong>TOTAL</strong></td>
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<td>End of First Report Period</td>
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<tr>
<td>Oct 22-26</td>
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<td>Oct 29 – Nov 2</td>
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<td>Nov. 5-9</td>
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<td>Nov 11 Veteran’s Day;</td>
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<td>Nov 13 End of Prog. Report Period</td>
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<td>Nov 26-30</td>
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<td>Nov 26-27 - Thanksgiving Holidays</td>
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<td>Dec 3-7</td>
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<td>Dec 10-14</td>
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<td>Dec 17-21</td>
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<td>Dec. 18 - Semester Break; Teacher work day</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>End of Second Report Period</td>
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### END OF FIRST SEMESTER

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<th>NON-INSTRUCTIONAL DAYS</th>
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<td>Dec 24-28</td>
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<td>Winter Break (Dec 24-25 Class. &amp; Admin Holidays)</td>
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<td>Dec 31-Jan 4</td>
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<td>Winter Break (Dec 31-Jan 1 Class. &amp; Admin. Holidays)</td>
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<td>Jan 7-11</td>
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<td>Jan 4-5 - SB1193 Staff Development Days</td>
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<td>Jan 14-18</td>
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</tr>
<tr>
<td>Jan 21-25</td>
<td>4</td>
<td>Jan. 18 M.L. King Holiday</td>
</tr>
<tr>
<td>Jan 28-Feb 1</td>
<td>5</td>
<td></td>
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<tr>
<td>Feb 4-8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Feb 11-15</td>
<td>5</td>
<td>End Progress Report Period</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Feb 18-22</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Feb 25-March 1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>March 4-8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>March 11-15</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>46</td>
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</tr>
</tbody>
</table>

End of Third Report Period

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>March 18-22</td>
<td>5</td>
</tr>
<tr>
<td>March 25-29</td>
<td>5</td>
</tr>
<tr>
<td>April 1-5</td>
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<td>April 8-12</td>
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<td>April 15-19</td>
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<td>April 22-26</td>
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<td>April 29-APRIL 3</td>
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<tr>
<td>May 6-10</td>
<td>5</td>
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<tr>
<td>May 13-17</td>
<td>5</td>
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<tr>
<td>May 20-24</td>
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<tr>
<td>May 27-31</td>
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</tr>
<tr>
<td>May June 3-7</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>54</td>
</tr>
</tbody>
</table>

End of Fourth Report Period

END OF SECOND SEMESTER

Total School Days 182
Bell Schedule and required instructional minutes
The number of instructional minutes for grades 4 to 8, inclusive, of 54,000 minutes as required by the State’s Education Code Section 47612.5 (a)(1) will be met and or exceeded for all subject areas by all Prepa Tec students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literacy</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Total Daily Minutes</th>
<th>Total Annual minutes (based on 180 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>120</td>
<td>75</td>
<td>60</td>
<td>45</td>
<td>320</td>
<td>54,000</td>
</tr>
<tr>
<td>7</td>
<td>120</td>
<td>75</td>
<td>60</td>
<td>45</td>
<td>320</td>
<td>54,000</td>
</tr>
<tr>
<td>8</td>
<td>120</td>
<td>75</td>
<td>60</td>
<td>45</td>
<td>320</td>
<td>54,000</td>
</tr>
</tbody>
</table>

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

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

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

Daily Bell Schedule: Monday, Tuesday, Thursday and Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50 AM - 8:00 AM</td>
<td>Opening Activities</td>
</tr>
<tr>
<td>8:00 AM - 8:25 AM</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:30 AM - 9:20 AM</td>
<td>Period 1 (Language A: English) – 50</td>
</tr>
<tr>
<td>9:25 AM – 10:15 AM</td>
<td>Period 2 (Humanities) – 50</td>
</tr>
<tr>
<td>10:20 AM - 10:40 AM</td>
<td>Nutrition</td>
</tr>
<tr>
<td>10:45 AM – 11:35 AM</td>
<td>Period 3 (Math) – 50</td>
</tr>
<tr>
<td>11:40 AM - 12:30 PM</td>
<td>Period 4 (Science) – 50</td>
</tr>
<tr>
<td>12:35 PM – 1:10 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15 PM - 2:05 PM</td>
<td>Period 5 (Language B: Spanish/Mandarin) – 50</td>
</tr>
</tbody>
</table>
2:10 PM – 2:50 PM | Period 6 (Physical Education/Art) – 50
2:50 PM – 3:00 PM | Dismissal
3:00 PM – 6:00 PM | After School Program

Daily Bell Schedule: Wednesday Minimum Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50 AM - 8:00 AM</td>
<td>Opening Activities</td>
</tr>
<tr>
<td>8:00 AM - 8:20 AM</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:25 AM – 9:10 AM</td>
<td>Period 1 (Language A: English)</td>
</tr>
<tr>
<td>9:15 AM – 10:00 AM</td>
<td>Period 2 (Humanities)</td>
</tr>
<tr>
<td>10:05 AM – 10:20 AM</td>
<td>Nutrition</td>
</tr>
<tr>
<td>11:25 AM - 11:10 PM</td>
<td>Period 3 (Math)</td>
</tr>
<tr>
<td>11:15 AM - 12:00 AM</td>
<td>Period 4 (science)</td>
</tr>
<tr>
<td>12:05 AM - 12:35 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:40 PM – 1:30 PM</td>
<td>Period 5 (Language B: Spanish/Mandarin)</td>
</tr>
<tr>
<td>1:30 PM – 1:35 PM</td>
<td>Dismissal</td>
</tr>
<tr>
<td>1:35 PM – 6:00 PM</td>
<td>After School Program</td>
</tr>
</tbody>
</table>

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

To begin the cycle, we look at interim assessment data for students achieving far below their peers or not making enough progress in the classroom to catch up to their peers. A Student Study Team (SST) will write an Individualized Learning Plan for these students that details classroom modifications, in school and after school intervention programs. The bell schedule will be utilized to maximize the opportunities for regrouping students and providing targeted services and curriculum as needed. Students performing below grade level are reassessed in eight weeks to see if meaningful progress has been made. If so, interventions can be either stopped or modified as needed. If not, the Student Study Team will revisit and possibly revise the Individualized Learning Plan, and a second round of interventions begins. If the second round of interventions fail to help catch up the student, they may enter into the Special Education assessment process.
The process of looking at interim assessment data and formulating a proper ILP takes practice and will be the focus of both in formal professional development and ongoing collaborative discussions. Our teachers will spend a significant amount of time analyzing overall class performance to identify key instructional areas of focus for the whole class and for individual or small groups of students. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students’ problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

**Instructional Methodology 3. Character Development**

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

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

IB Learner Profile

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

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

Instructional Methodology 4. Community Participation
The IB cycle of action moves children from academic understanding to application and action within their world community. This cycle begins with comprehensive and empathetic learning as the students reflect upon their personal responsibility to what they now understand. This reflection leads to student-identified action, reaching out into their community through service. The interface of these five essential elements: *concepts, knowledge, skills, attitudes, and action* in combination give students the opportunity to:

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

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

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

<table>
<thead>
<tr>
<th>Examples of Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scouting for food bank</td>
</tr>
<tr>
<td>Helping teachers</td>
</tr>
<tr>
<td>Scout mulch deliveries</td>
</tr>
<tr>
<td>Playing instrument in church</td>
</tr>
<tr>
<td>Library volunteer</td>
</tr>
<tr>
<td>Peer tutor</td>
</tr>
<tr>
<td>Cleaning parks</td>
</tr>
<tr>
<td>Babysitting</td>
</tr>
<tr>
<td>Volunteer at art festival</td>
</tr>
</tbody>
</table>
G. Addressing the Needs of all Students

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

Recognizing that Prepa Tec will have a majority of socioeconomically challenged students, which have unique academic challenges and come from varied backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aide this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

Student At-Risk of Low Achievement
Prepa Tec will screen the following data to identify at-risk students in accordance with the California and LAUSD guidelines:
  o Students scoring Basic, Below Basic, or Far Below Basic on the previous year’s adopted standardized test in any one subtest score in Reading and Language Arts
  o Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments. Please
see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used

- Students recommended for academic intervention.

Prepa Tec anticipates that 92.8% or more of our students will be eligible for free and reduced lunch and nearly 44.1% will be EL students. Because of these challenges, most of our students are considered “at-risk” of failing. Our core program is geared to students like these. We will utilize strategies listed below to improve academic performance.

*Strategies to Improve At-Risk Performance*

1. **Early Detection.** Prepa Tec will use diagnostic assessments in Reading, Writing, and Math to help us identify struggling students within the first four weeks of school, and every two months thereafter.

2. **Individual Learning Plans.** Prepa Tec will use the ILP system to track a student’s work over time for students falling below our academic expectations. The ILP will be used with at-risk students to allow teachers to collaborate on best processes and successful past interventions with this student. The ILP will be updated with objectives for students determined to be academically at-risk focused on allowing them to make expected grade-level gains.

3. **Family Communication.** We will inform the families as soon as we become concerned about performance. Our parents sign a significant Commitment Letter (see Appendix), committing to help their student get through these times. We will share formal strategies parents can use at home to help their child.

4. **Teacher Collaboration.** Teachers will gather regularly to compare their student data, discuss students, and discuss/provide instructional strategies, interventions and enrichment.

5. **Focused Instruction.** The standard Prepa Tec instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. For example, in a Writer’s Workshop, there may be a group of six graders still working on the basics of capitalization and punctuation. Others will be focused on more advanced grammatical issues in their writing like subject/verb agreement or plurals. Still others will be working on creating better Story Maps to make it easier for them to write a new story. By focusing on at least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.

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

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

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

**Gifted and High Achievers**

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

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

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

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

3. **Family Communication.** We will inform the families as soon as we are sure of the child’s performance. Our parents sign a significant Commitment Letter (see Appendix), committing to help their student.

4. **Teacher Collaboration.** At least once a month, grade-level teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment.

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

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

**English Language Learners**

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

Prepa Tec will administer the home language survey upon a student’s initial enrollment into the school (see Appendix). All students who indicate that their home language is other than English¹ will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until reclassified as fluent English proficient.

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

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

Oral Language will be part of our monthly evaluation of students. This assessment will be particularly critical to assessing the development of our ELs in early language acquisition stages, since poor oral comprehension and communication can limit reading comprehension and writing abilities. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used *Measuring Student Progress* later in this document.

In Science and Humanities, we intend to focus on hands-on and project-based curriculum in order to build our students curiosity about these subjects. We will then provide leveled readers so that they can build academic vocabulary at their current

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¹ The thirty-day testing timeline is for students entering a public school in California for the first time or who have never been CELDT tested. Students who have already been enrolled in a California public school who have also been CELDT tested will be tested on the annual schedule.
reading level. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will make significant gains in their Science and Humanities knowledge.

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

Students will receive a score identifying their English proficiency level according to the following five levels of proficiency for assessing State Board of Education standards:

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

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

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

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

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

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

4) Receive parental opinion and consultation. If the student has satisfied all criteria for reclassification, then we will notify parent(s) and guardians of their rights to participate in the reclassification process. Finally, the student would be reclassified to fluent English proficient (RFEP). As part of this process, parents and guardians should be notified, school records would be updated, and the student’s progress would be monitored for two years to be certain the student’s academic achievement and progress is continuing.

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

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Prepa Tec will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Prepa Tec regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s Modified Consent Decree (“MCD”) requirements (see MOU execution
requirements below). Charter schools who are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (Education Code § 56195.3 [b]).

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a MOU by and between the LAUSD and the charter school (if considered a Local Educational Agency (“LEA”) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the Chanda Smith MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

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 will now create two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools will 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.

District-operated schools will continue to receive the supports and services that they currently receive from the Division of Special Education. Charter schools not meeting the criteria for admission to the Charter-operated Program section of the SELPA will remain under the District-operated Program section of the SELPA and will have two options for membership. These schools may act as a District-operated school for the purposes of special education or may chose to provide their own programs and services and be reimbursed for these services for these services based on a percentage of their general education fund contribution.

The reorganization of the SELPA will retain a central Administrative Unit to include Due Process, Fiscal/Program Accountability, Compliance and Nonpublic Schools and Agencies. The reorganization would not create a new administrative branch of the Division of Special Education but would utilize existing resources. An Advisory Board consisting of five members appointed by the Board of Education (three recommended by the District-operated Programs; and two recommended by the Charter-operated Programs) provides charter-operated schools with a voice in the governance of special education in LAUSD. This Advisory Board will provide input, guidance and support to the SELPA Administrator in the Administrative Unit in coordinating programs and services across both District and charter schools. The Advisory Board
will also inform the Superintendent and Board of Education regarding special education issues. The Advisory Board will operate by a set of by-laws approved by the Board of Education.

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

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

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

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the
District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

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

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

Once signed in and after receiving a visitor’s pass, the visitor would walk around the campus and be impressed by the level of engagement of the students, as they follow their daily schedule and move from class to class. The visitors would in most likelihood be led on a tour by the students themselves, and they would see pre-teens, who are typically uninterested in academic work, organized in teams and actively participate in discussions in small groups, interacting with one another and with the teacher, in the process of addressing one of the IB challenge questions – “why does creativity matter in mathematics?”. They would see pre-teens engaged in hands-on projects, doing research projects, writing analytical comparisons, reading texts and making interdisciplinary connections. The visitors would see objects and charts on the walls memorializing students’ discussions in every academic subject. They would see a “History Wall,” which is a timeline illustrating the student’s learning over time, aligned to California State Standards. Everywhere there would be evidence of high-level student performance, such as, reflections, self-assessments and journals. Throughout the school there would be a feeling of safety, respect and involvement, on the part of every child and every adult. Most of all, the visitors would leave asking themselves enviously why, when they were preteens, they didn’t get to attend a school like Prepa Tec.

**I. Recruiting Highly Qualified Teachers**
Prepa Tec teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”).

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

(1) a bachelor’s degree;
(2) a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential;

(3) demonstrated core academic subject matter competence. Demonstrated core academic subject competence for the elementary grade is done through CCTC’s approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”) in addition to all single subject credentialed teachers shall be certified NCLB Highly Qualified Prepa Tec shall comply with Education Code Section 47605(l), which states in pertinent part:

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

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

J. Professional Development
Prepa Tec will provide extensive professional development opportunities to our teachers and staff. Professional development will be based on collaboration and teacher leadership tailored to the needs of teachers and their students. Driven by school data, the Leadership Team will create a professional development based on responses to staff evaluations, teacher input based on students’ academic needs, feedback from grade level teams, and school initiatives such as standards-based instruction, IB, character education, and community participation.

Key elements of professional development at Prepa Tec include identifying instructional needs through data analysis, differentiated professional development for teachers at different levels of experience, and providing time and resources for teachers to share and reflect on best practices. Structured time for professional development and collaboration is built into the calendar through a weekly early release day (see the bell schedule for more information). Weekly meeting times will rotate between staff meetings, full staff professional development, and cluster meetings for grade level or subject area teams to look at student work together and modify instructional plans accordingly. In order to build in-house expertise on a variety of topics, funds are allocated in the budget for teachers to attend outside workshops and institutes.
Teachers are expected to bring knowledge and skills back and share with their colleagues.

2009-10 Professional Development Days:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>
| August 13 and 14, 2012 | Orientation and team building  
                          | Faculty handbook  
                          | Grading policies  
                          | Teacher evaluation  
                          | ELL students  
                          | Special Education students |
| August 15          | Backward Design Day 1 (Standards, Assessment)                         |
| August 16          | Backward Design Day 2 (Articulating expectations)                     |
| August 17          | Character Education, Community Participation                           |
| August 18          | No school – self study                                               |
| August 19          | No school – self study                                               |
| August 20          | Backward Design Day 3 (creating the learning environment/ classroom set-up) |
| August 21          | School Open                                                           |
| On-going           | IB Training, HR, Data, other instructional strategies               |

Wednesdays – Proposed Monthly Professional Development Rotation:

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

**IB Implementation Professional Development**

As described earlier, all teachers receive ongoing training on how to implement the school instructional approaches such as backwards design and IB assessment and curriculum design. Below is our IB implementation professional development timeline:

<table>
<thead>
<tr>
<th>Building Phase</th>
<th>Consideration Phase</th>
<th>Candidate Phase</th>
<th>Authorization Phase</th>
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</thead>
<tbody>
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</table>
### K. Implementation Plan and Timeline

As demonstrated in the implementation timeline, Prepa Tec is deeply committed to fulfilling every part of our educational program. At the same time, we recognize the need for a strategic and progressive approach that will ensure that all initiatives can be implemented effectively and with fidelity, without overwhelming the staff or students. For example, the process of becoming an IB certified school is time-consuming and complex, and we do not expect to be fully IB certified until our fifth year of operation. However, the educational program will not wait for the fifth year to effectively meet the needs of all students. As early as year 1, we will make sure that all courses are standards-based, and that teachers are consistently employing effective research-based instructional strategies to reach learners at every level. IB is not the curriculum.

<table>
<thead>
<tr>
<th>PD Goal</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Continuous process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Year 1 educational program</td>
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<tr>
<td>Familiarize all stakeholders with PYP, plan for and begin implementation, garner support and make an informed decision to begin authorization process</td>
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<tr>
<td>Continue development of curriculum, phase in instruction, and keep parents informed and involved</td>
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<tr>
<td>IB to make the determination as to whether the school should be authorized as an IB World School</td>
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<tr>
<td>School to operate effectively as an IB World School, as determined by periodic evaluation by IB</td>
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<table>
<thead>
<tr>
<th>Timeline</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Continuous process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academia Moderna</td>
<td>• Provide PD two weeks prior to school start on short and long-term goals</td>
<td>• Send staff to Level 1 regional workshops (minimum: administrator, coordinator, one teacher from each grade level, one special area teacher)</td>
<td>• Implement strategic plan</td>
<td>• Submit work for external monitoring of assessment (optional except in year prior to evaluation)</td>
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<td></td>
<td>• Provide PD two weeks prior to school start and weekly on Y1 curriculum</td>
<td>• Begin vertical teaming and development of units of inquiry</td>
<td>• Update publications</td>
<td>• Continue all teacher Professional development</td>
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<tr>
<td></td>
<td>• Appoint PYP coordinator</td>
<td>• Complete and submit Part A of Application by May 1st or November 1st</td>
<td>• Work to attain PYP standards</td>
<td>• Prepare for evaluation in three years and again every five years Thereafter</td>
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<tr>
<td></td>
<td>• Begin feasibility study strategic planning for IB program development, identify resource needs and sources, gain support of school community</td>
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<td></td>
<td>• Send staff to Level 1 regional workshops (minimum: administrator, coordinator, one teacher from each grade level, one special area teacher)</td>
<td>• Continue curriculum development</td>
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<tr>
<td></td>
<td>• Implement strategic plan</td>
<td>• Complete program of inquiry</td>
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<tr>
<td></td>
<td>• Send staff to Level 1 regional workshops (minimum: administrator, coordinator, one teacher from each grade level, one special area teacher)</td>
<td>• Develop systems for ongoing discussion and monitoring progress</td>
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<td></td>
<td>• Provide workshops through IB-approved subcontractors</td>
<td>• Keep parents informed</td>
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<td></td>
<td>• Provide IB materials and support</td>
<td>• Optional school visits</td>
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<td></td>
<td>• Provide Level 1 workshops</td>
<td>• Complete Part B of Application</td>
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<td>• Provide 2 days and 20 hours of consulting support through a school consultant</td>
<td>•Submit Part B upon recommendation of PYP advisor</td>
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<td></td>
<td>• Site visit team makes recommendation to Schools Committee, which in turn makes recommendation to Director General</td>
<td>• Continue all professional development</td>
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<td></td>
<td>• Director General makes decision to authorize school</td>
<td>• Host authorization visit</td>
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<td></td>
<td>• Provide workshops at all levels through IB approved subcontractors</td>
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<td></td>
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<tr>
<td></td>
<td>• Director General makes decision to authorize school</td>
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</tbody>
</table>
IB is a philosophical approach to the curriculum that promotes high standards, international-mindedness, thematic integration, and rigorous assessment. Our educational program will demonstrate these values from day one, and as our teachers become trained in IB curriculum development and instruction, they will integrate those strategies into their existing standards-based repertoire.

Likewise, character education and community participation will begin as school-wide programs, and will be progressively integrated into the curriculum as teachers have increasing opportunities to engage in professional development and collaboration around these initiatives. Below is our program implementation time line.
### Prepa Tec, Los Angeles Program Implementation Timeline

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

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

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

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet or exceed the average API of Comparison Demographically Similar Schools (as defined by the LAUSD).</td>
<td>API</td>
<td>Test Administered in May/June annually. Results reviewed in Aug/Sept annually</td>
<td>parents/guardians, staff, Board of Trustees, community, SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Meet AYP measures required by NCLB</td>
<td>AYP</td>
<td>Test Administered in May/June annually. Results reviewed in Aug/Sept annually</td>
<td>parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Percent of students scoring proficient or above in Math and Language Arts will meet or exceed the average proficiency of the Comparison Demographically Similar Schools (as defined by the LAUSD).</td>
<td>• California Standards Test (CST) STAR for English, Math • Curriculum embedded assessments in Reading, Writing, and Math. • Diagnostic and benchmark measures of gains in Math and ELA</td>
<td>Each year in August / September</td>
<td>parents/guardians, staff, Board of Trustees annually performance report to LAUSD</td>
</tr>
<tr>
<td>All English Learners will progress at least one level overall on the CELDT per year.</td>
<td>• CELDT • Curriculum embedded assessments in Reading, Writing, and Math. • Diagnostic and</td>
<td>Test Administered in Sept/Oct each year. Results reviewed in February</td>
<td>parents/guardians, staff, Board of Trustees, community, SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Benchmark Measures of Gains in Math and ELA</td>
<td>CELDT Curriculum embedded assessments in Reading, Writing, and Math. Diagnostic and benchmark measures of gains in Math and ELA</td>
<td>Test Administered in Sept/Oct each year. Results reviewed in February</td>
<td>Parents/guardians, staff, Board of Trustees, community, SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Meet or Exceed federally defined Annual Measurable Achievement Objectives (AMAO) for ELs:</td>
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<tr>
<td>- Meet AMAO 1: percentage of ELs making annual progress on the CELDT each year.</td>
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<tr>
<td>- Meet AMAO 2: Percent of ELs demonstrating English proficiency on the CELDT each year.</td>
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<tr>
<td>- Meet targeted subgroup participation on STAR for ELs</td>
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<tr>
<td>Special education-designated students will make progress toward the learning goals as outlined in their Individualized Education Plans.</td>
<td>IEP Curriculum embedded assessments in Reading, Writing, and Math. Diagnostic and benchmark measures of gains in Math and ELA</td>
<td>IEP Goals Annually per the IEP schedule</td>
<td>Parents/guardians, teachers, administrators</td>
</tr>
<tr>
<td>At least 96% student attendance</td>
<td>Student records of Annual Average Daily Attendance (ADA)</td>
<td>Each year in July</td>
<td>Parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Higher teacher retention rate and higher teacher attendance rate than the average LAUSD elementary school</td>
<td>Teacher attendance records and annual retention rate</td>
<td>Each year in July</td>
<td>Parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Parent satisfaction rate of 85% or greater</td>
<td>Annual parent survey</td>
<td>Each year in March</td>
<td>Parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</td>
</tr>
</tbody>
</table>
B. Pupil Outcome Goals
Prepa Tec commits to a rigorous focus on achievement standards in the key academic areas. Students will meet or exceed the state standards where they have been established in the following areas:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MEASURABLE OUTCOMES</th>
<th>ASSESSMENT TOOLS</th>
<th>MONITORING TIMELINE</th>
</tr>
</thead>
</table>
| Language A | - Read grade level material and expository text  
- Enjoy and appreciate a variety of literary genres  
- Develop grade level vocabulary with associated meaning and transfer into written text  
- Ability to sequence a story, recall details and summarize main ideas.  
- Write compositions with appropriate grade level conventions of writing  
- Competence in oral presentations | - Report Cards with ILP-developed proficiency goals  
- California Standards Test  
- Student ILPs  
- Nationally normed reading assessment tool  
- Student self-assessment  
- Peer assessment  
- Student journals  
- Writing Standards Assessment  
- Oral Presentation  
- Published Writing  
- Standards-based unit assessments  
- Project-based Assessments  
- Summative Content-Specific Assessments (Teacher Developed) | Every Quarter  
- Report Cards  
- Beginning of the Year  
- Student ILPs  
- Diagnostic Reading Assessment (DRA) or similarly nationally normed reading assessment tool  
Ongoing  
- Student self-assessment  
- Peer assessment  
- Student journals  
- Writing Standards Assessment  
- Oral Presentation  
- Published Writing  
- Standards-based unit assessments  
Monthly  
- Diagnostic Reading Assessment (DRA) or similarly nationally normed reading assessment tool  
- Project-based Assessments  
Every 6 Weeks  
- Summative Content-Specific Assessments (Teacher Developed) |
| Mathematics | - Develop basic grade level computational and procedural skills  
- Analyze problems and frames the appropriate operations to solve the problem  
- Develop grade level mathematical terminology  
- Develop logical thinking through the analysis of evidence  
- Connect mathematical algorithms and processes with real life application  
- Master visual representations such as | - Report Cards with ILP-developed proficiency goals  
- California Standards Test  
- District adopted textbook computation and application tests  
- Student ILPs  
- Standards Based Performance Assessment  
- Math Journals  
- Summative Content-Specific Assessments (Teacher Developed)  
- Princeton Review | Every Quarter  
- Report Cards  
- Beginning of the Year  
- Student ILPs  
- Diagnostic  
Ongoing  
- District adopted textbook computation and application tests  
- Student ILPs  
- Math Journals  
Monthly  
- Standards Based Performance Assessment  
- Summative Content-Specific Assessments (Teacher Developed)  
Quarterly |
| Humanities | - Develop grade level chronological and spatial skill in relationship to historical knowledge  
- Exhibit an understand of research based evidence, points of view their impact on forming personal opinion  
- Identify key historical events and their relationship to current cultural and social norms  
- Synthesis information from a variety of cultural and historical sources  
- Understand the democratic process and their responsibility to civic values  
- Obtain a factual and conceptual understanding of history, humanities, geography and other social sciences. | - Report Cards with ILP-developed proficiency goals  
- Curriculum-embedded assessments  
- Student ILPs  
- Student self-assessment  
- Peer assessment  
- Student journals  
- Standards-based unit assessments  
- Project-based Assessments  
- Summative Content-Specific Assessments (Teacher Developed) | Every Quarter  
- Report Cards  
- Beginning of the Year  
- Student ILPs  
- Ongoing  
- Curriculum-embedded assessments  
- Student ILPs  
- Student self-assessment  
- Peer assessment  
- Student journals  
- Standards-based unit assessments  
- Project-based Assessments  
- Summative Content-Specific Assessments (Teacher Developed) 
Bi-annually - Science Fair Exhibits |
| Science | - Participate in hands-on, grade level investigative experiences  
- Learn to hypothesize and evaluate data throughout the scientific process  
- Learn to use technology in support of scientific research  
- Master foundational scientific facts appropriate to grade level understanding  
- Develop ability to ask higher order questions motivation students to investigate further  
- Receive focused instructions in:  
  - Life Sciences  
  - Physical Sciences  
  - Earth Sciences  
  - Scientific Process | - Report Cards with ILP-developed proficiency goals  
- California Standards Test  
- Curriculum-embedded assessments  
- Student ILPs  
- Science Fair Exhibits  
- Standards-based unit assessments  
- Project-based Assessments  
- Summative Content-Specific Assessments (Teacher Developed) | Every Quarter  
- Report Cards  
- Beginning of the Year  
- Student ILPs  
- Ongoing  
- Curriculum-embedded assessments  
- Student ILPs  
- Standards-based unit assessments  
- Project-based Assessments  
- Summative Content-Specific Assessments (Teacher Developed)  
Bi-annually - Science Fair Exhibits |
| Visual and Performing | - Process, analyze, and respond to sensory | - Student performances  
- Student art portfolios | Bi-annually - Student performances |
| Arts (VAPA) | Arts (VAPA) information through the literature and skills unique to the visual arts  
• Create, perform, and participate in the visual arts  
• Understand the historical contributions and cultural dimensions of the visual arts  
• Respond, analyze, and make judgments about works in the visual arts  
• Make connections between visual arts and other subject areas | -Student art portfolios |
| --- | --- |
| Character Development | Students can articulate and demonstrate what it means to be a: a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open-minded, Caring, a Risk-taker, Balanced and Reflective (International Baccalaureate Learner Profile)  
• Students will understand that these values are the basis for productive and peaceful interactions in all social contexts from local to global levels (i.e. family, school, neighborhood and with people from all nationalities and cultures.  
• Students will collaborate and work effectively with others in a cooperative group | - Teacher Observations  
- Student ILPs  
- Student Self-Assessment  
-Student-led activities  
Beginning of the Year  
- Student ILPs  
Ongoing  
- Teacher Observations  
- Student ILPs  
- Student Self-Assessment  
Bi-annually  
-Student-led activities |
| Inquiry and Higher Order Thinking Skills | Students will set personal learning goals and monitor progress towards those goals  
• Students demonstrate the ability to ask probing and thoughtful questions  
• Students will identify, access, integrate and use available informational resources, including technological sources  
• Students are enthusiastic and engaged in the learning process | -Teacher Observations  
-Peer Assessments  
- Student-led activities  
- Project-based assessments  
- Rubrics  
- Portfolio  
- Self Assessment  
Ongoing  
-Teacher Observations  
-Peer Assessments  
-Self Assessment  
-Project-based assessments  
-Rubrics  
Bi-annually  
- Student-led activities  
- Portfolio |
Students demonstrate the ability to plan, initiate and complete a project including self-reflection and evaluation.

Community Participation
- All students engage in at least one meaningful community service event per year as indicated by the MYP rubric
- Students develop a positive disposition towards community service and choose to engage in service independently

- Event attendance log
- Student surveys
- Project-based assessments
Ongoing
- Event attendance log
- Student surveys
Bi-annually
- Project-based assessments

**Growth Targets**
Data compiled from surrounding public elementary schools from target community indicates an average API score of 757. Traditional public middle schools average API score of 690. Given that Prepa Tec is challenged with meeting and exceeding the educational outcomes demonstrated by the surrounding school’s API scores, Prepa Tec expects to meet or exceed the surrounding schools’ average API score after its first year. Thereafter, the goal is to increase the API score by 5 to 15 points each year above the average scores. By the fourth year of operation Prepa Tec will have an API score exceeding the surrounding school’s API scores by more than 50 points, as well maintaining our AYP growth as outlined in NCLB.

Additionally, data indicates that 41% of all students in surrounding schools are proficient or advanced proficiency in English Language Arts and 53.4% of all students in surrounding schools are proficient in Mathematics. With a goal of 95% student participation in CST testing, Prepa Tec expects to meet the proficiency levels for ELA and Mathematics standards by its second year. By the time Prepa Tec students advance to the 8th grade, we will have 55% of all students proficient or above in English Language Arts and 60% of all students proficient or above in Mathematics.

<table>
<thead>
<tr>
<th>Prepa Tec Targets</th>
<th>avg. # of Students Tested</th>
<th>avg. API score</th>
<th>avg. API State Ranking</th>
<th>avg. Similar Schools Rank</th>
<th>avg. % F &amp; RL</th>
<th>% Hispanic</th>
<th>% ELL</th>
<th>% Special Ed Students</th>
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<td>677</td>
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<td>4</td>
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<td>99</td>
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<td>11</td>
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</tbody>
</table>

ELA proficient: 33 33 2 4
Math proficient: 28 28 4 4

Goals Year 1 (2012-2013)

| Prepa Tec | 168 | 692 | 2 | 4 | 98 | 99 | 42 | 12 |

ELA proficient: 38 38 7 9
<table>
<thead>
<tr>
<th>Goals Year 2 (2013-2014)</th>
<th>Math proficient</th>
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<tr>
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<td></td>
<td>Math proficient</td>
<td>63</td>
<td>63</td>
<td>29</td>
<td>31</td>
</tr>
</tbody>
</table>
A. Assessment Methodology and Philosophy
Our assessment methods are based on the following beliefs:

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

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

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

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

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

**B. Mandated Assessments**

As is required by the California Department of Education, students will also participate in the STAR (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, etc.). Prepa Tec will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

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

**Testing**

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

**C. Data Management and Analysis**

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

D. Use and Reporting of Data
Prepa Tec will be a data-driven school, not a test-driven school. Data will be collected about student performance in all core subject areas, including Language Arts, and Math, and Humanities. Data includes:

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

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

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

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. Prepa Tec will collect annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.

The school will develop an annual performance report based upon the data compiled. The report will also include:
• Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section.

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

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

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

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

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

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

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

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

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

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

**Testing**

If Prepa Tec does not test (i.e., STAR, CELDT, CAHSEE) with the District, the charter school hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.
“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

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

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

Prepa Tec will comply with the Brown Act.

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

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

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

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

Prepa Tec 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.

Prepa Tec will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment,
and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

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

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

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

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

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

Prepa Tec believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.
The Board of Directors will govern Prepa Tec and other charter schools. The current Founding Board has seven (6) voting members, with several advisors and with additional board positions available for community members. One of these available Board positions is for an LAUSD representative, and one is reserved for a parent representative when the school opens or when identified. Current officers include Nestor Enrique Valencia, President; Mildred Cunningham, Secretary; and, members-at-large include Edith Morris, Jeffrey Phillips, Robert Cano, Joana Florez and parent representative Hugo Gonzalez.

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

The Board composition will be:
1. One parent of each charter school
2. Two to five community members
3. One LAUSD non-voting member

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

- Nestor Enrique Valencia February 1, 2012
- Edith Morris July 1, 2013
- Mildred Cunningham July 1, 2013
- Jeffrey Phillips October 1, 2013
- Robert Cano April 1, 2014
- Joana Florez May 1, 2014

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

The Administrator and the Principal will manage the day-to-day operations of Prepa Tec. They will collaborate with an Executive Committee, which will include members from each stakeholder group, i.e., the Administrator, the Principal and representatives from the faculty, classified staff, and parent groups. The Executive Committee will be charged with collaborative leadership advising the Administrator of direction and challenges associated with the overall operation of the school.
The Executive Committee will be responsible for:
- Facilitating communication among all committees
- Ratifying, at the school level, all decisions/policies brought forth by all other committees
- Mediating disagreements among committees and assist in consensus-building
- Interpreting and developing school policy
- Focusing school-wide decision-making on shared vision

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

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

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

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

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

D. Process for Selecting Board Members and Creating Policy
The current Board members are the Founding Board of Prepa Tec. Board members and officers will be elected at the annual meeting each year. Before the annual meeting, a Nominating Committee of three Board members will nominate qualified candidates for a Board vote to serve three-year terms of office or until a successor is elected. Any candidate may be nominated by members of the school community and stakeholders and provide that name to the Nominating Committee. As indicated in the bylaws, “all subsequent directors shall be elected by a majority vote of the Board at the annual meeting of the corporation, including the votes of any Director whose term of office expires with such meeting. All Directors shall serve terms of three (3) years, arranged so that not more than one-half plus one of the Directors’ terms shall expire in any year. Directors may serve any number of consecutive terms.” The Board will elect officers beginning with the President, Secretary and Treasurer, and can create Officers of the Corporation as it sees necessary.

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

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

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

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

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

**Process for Charter Amendments**

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

Any amendments to the charter 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.

**Process for Budget Approval**

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

As part of a not-for-profit organization serving the public, all our processes will adhere to the Brown Act or any other laws or policies that pertain to open public meetings.

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

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

1. **Stakeholder input** – January and February
   a. Long term and short term goals overview
   b. Staff financial workshops and policies
2. **Operating and budget impacts** – January and February
   a. Proposed preliminary budget
   b. Strategic plans
3. **Adopt budget** – February
   a. Administrator and back office provider/accountant present to Board
   b. Board deliberations
4. **Monitor results** – ongoing starting July
5. **Adjust as necessary** – ongoing starting July
E. Complying with the Brown Act
During the term of the charter, Prepa Tec and its parent non-profit corporation, Alta Public Schools, will comply with the provisions of the Brown Act and Government Code 1090, regarding conflict of interest and “open meeting laws”. Prepa Tec will comply with all laws, including federal laws and regulations and state codes as they pertain to charter schools.

Prepa Tec’s parent non-profit corporation, Alta Public Schools, will hold trainings on the Brown Act before the school opens in September 2012 and every year after to comply with all laws relating to public agencies in general, all federal laws and regulations and state codes.

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

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

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

To hire teachers, the Principal will recruit prospective teacher candidates and will set up meetings for interviews. The Principal will create a Personnel Committee made up of teachers and parents that will give input as to the potential for each candidate as part of the teaching staff at Prepa Tec. The Board also reserves the right to designate any Board or staff member to sit in on hiring interviews. The Principal has the ultimate responsibility for hiring the teachers and educational program support staff with a ratifying vote of the Board. Before the final list is presented to the Board, the Principal would have conducted background checks and checked references.

G. Parent Involvement
Prepa Tec understands that parental involvement in the life of the school is essential to the success of the school. Prepa Tec made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional program. Prepa Tec will encourage parents to participate in the school by:
• Signing a commitment with the school, after the student is enrolled, that will encourage each parent to participate in the life of the school at least 20 hours/year. These volunteer hours are not a condition of enrollment or continued enrollment. Alternative methods to fulfilling hours, such as in-house reading time or Saturday and holiday school cleanup days, will be provided for those parents that can’t meet their commitment due to hardship conditions. Parents will be notified of these alternatives on a case-by-case basis through an in-person meeting with the Principal. Parents may opt out of their volunteer hours by marking “opt out” in the the Volunteer Hours Commitment form. Alternatives include:
  o Saturday school clean up days
  o Holiday school clean up days
  o In-home reading time with school students
  o In-home teacher grading or translating
  o In-home trip scheduling
  o In-home communications with other parents
• Taking part in the Parent Council and other parent and school-wide committees, such as the executive and fundraising and curriculum committees. In these committees parents will be encouraged to make recommendations on any and all matters related to the strengthening of the Prepa Tec community
• Taking part in weekly parent informational meetings and workshops that will be held to assist parents in supporting their children’s experience at Prepa Tec
• Taking part in the creation of a monthly newsletter created for parents by parents
• Taking part in the creation of a Parent Center dedicated to parent learning

ELEMENT 5: Employee Qualifications

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

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

Prepa Tec believes that all persons are entitled to equal employment opportunity. Prepa Tec 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.

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

Prepa Tec employees will receive compensation depending upon experience and job responsibilities. Teachers will be compensated based on the LAUSD salary pay scale for starting teachers. All full time staff of Prepa Tec will be eligible for all health benefits provided, including a $1 Million professional liability insurance coverage. Additional and specific personnel policies, including calendar, work day/year, sick days, personal days, and procedures for disputes will be further developed and ratified, from time to time, by the Executive Committee. Recommendations will be presented to the Board for review and approval on an annual basis and codified in an Employee Handbook. A first draft of the Employee Handbook can be found in the Appendix.

C. Qualifications and Duties
The first year of operations, Prepa Tec assumes it will employ an Administrator, Principal, teachers, Special Education specialist, office manager, office assistant, teacher assistants, yard personnel and a custodian.

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

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

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

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

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

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

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

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

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

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

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

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

**Special Education Supervision**
- Supports Principal which holds special ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

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

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

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

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

**Business Management Responsibilities**

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

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

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

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

Provides leadership by:
• Advocating and supporting the philosophy, mission, and direction of the school in the school and greater community
• Garnering support and commitment for the Prepa Tec mission and vision, and IB MYP program from staff, students, parents, and the community
• Implementing program initiatives through appropriate professional staff development
• Promoting a team environment by implementing a shared decision making process agreed upon by all stakeholders

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

The PRINCIPAL

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

The Principal will have knowledge of:

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

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

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

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

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

Communication Responsibilities

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

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

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

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

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

**Supervision**

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

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

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

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

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

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

Business Management Responsibilities

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

Finance and Accounting
• Provides support in creating instructional budget with direction from Board, Administrator, Budget and Executive Committees
• Manages instructional contracts

Physical Plant
• Provides support and interfaces with building management
• Provides support in maintaining code compliance
• Provides support in implementing computer technology maintenance and support
• Provides support in purchasing and inventory
Data Management
- Provides support in maintenance of website and school network
- Provides support in the acquisition and training of school Student Information System
- Provides support in the gathering, analysis, interpretation and reporting of data
- Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Provides support in attendance reporting process in order to maximize funding

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

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

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

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

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

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

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

Administrative Assistant
Provides support, in year one, to Prepa Tec Principal and Administrator in the carrying out of administrative tasks. In year two, provides support to the Office Manager. The Administrative Assistant will:
- Performs routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepares and maintains employee and/or student attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attends to student health and welfare as needed
- Receives and distributes mail; prepares outgoing mail
- Orders, maintains inventory, and distributes supplies and equipment as required

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

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

Overall Qualifications:
- Background Clearance from FBI/DOJ
D. Process for Staff Recruitment and Selection

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

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

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

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

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

Prepa Tec will recruit all personnel, which believe in the vision and mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Prepa Tec will possess the personal characteristics that will model the IB tenets of inclusiveness and global-mindedness.

All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the school. Prepa Tec will also require of all employees to furnish before the first day of start:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.)

The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

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

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

To the fullest extent permitted by law, the charter school does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The charter school further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.
B. Procedures for Background Checks
Employees shall submit fingerprints to the Department of Justice via LiveScan processing. Employee shall not start work until results are received from the Department of Justice and the employee is cleared to begin work. Prepa Tec assures that all employees shall be required to furnish the school with a criminal record summary as described in Ed Code 44237.

All staff must provide evidence that they are free from tuberculosis as mandated by Education Code 49406. A Mantoux TB is required of all employees who have not been tested previously. The Administrator and Principal will be responsible for maintaining compliance with § 44237 and all applicable health and safety laws.

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

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

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

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

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the South Gate or Los Angeles County Sheriffs Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or S.G. or Los Angeles County Sheriffs Department since he/she will be most knowledgeable of the situation.
Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student’s record and will be made available to the parent or guardian.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

On a periodic basis, Prepa Tec Board may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

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

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

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

I. Freedom from Harassment Policy
Internal disputes at the school, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and processes developed by the school to be included in the finalized student and staff handbooks.
J. Insurance Requirements
No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

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

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

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

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all CharterSchool 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

Evidence of Insurance
The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: “The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

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

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

Prepa Tec will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. Prepa Tec will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and Prepa Tec, its employees and officers will comply with Family Educational Rights and Privacy Act (FERPA) at all times.

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

ELEMENT 7: Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction
of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

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

Fliers - We will create fliers in English and Spanish, given the demographics in surrounding community, outlining our mission and vision for the school and the community providing invitations to monthly community meetings. In the fourth quarter of 2011, beginning September 2011 to end of December 2011, a total of at least 5000 fliers will be distributed as the main means to recruit 168 students for the first school year. Numerous locations in the Prepa Tec target community have been identified including several key locations to contact hard-to-reach members of the community. These key locations include but are not limited to:

**CHURCHES**

Apostolic Assembly
5792 Main Street Bl., SGate, CA 90280
Betel Iglesia Presbiteriana
8431 State Street, SGate, CA 90280
Bible Assembly of God
10125 California Ave., SGate, CA 90280
Centro Cristiano
8969 State Street, SGate, CA 90280
Church of God
13129 Paramount Bl., SGate, CA 90280
Cofradia Our Lady of Charity
8638 State Street, SGate, CA 90280
Community Presbyterian Church
3300 Liberty Bl., SGate, CA 90280
Evangelica Baptist Church
8480 California Ave., SGate, CA 90280
Faith Lutheran
13431 Paramount Bl., SGate, CA 90280
Filipino-American 7th Day Adventist
11801 Utah Avenue, SGate, CA 90280
First Baptist Church of South Gate
8691 California Ave., SGate, CA 90280
First Baptist Indian Church
9325 California Ave., SGate, CA 90280
First Nazarene Church
9628 State St., SGate, CA 90280
Grace Bible Church
4936 Tweedy Bl., SGate, CA 90280
Hope Christian Center
10125 California Ave, SGate, CA 90280
Iglesia Bautista
10313 California Ave., SGate, CA 90280
Iglesia Gloria De Sion
10201 San Carlos Ave, SGate, CA 90280
Kingdom Hall of Jehovah Witnesses
8440 Victoria Ave., SGate, CA 90280
Landmark Missionary Baptist Church
2953 Sequoia Dr., SGate, CA 90280
Maranatha Evangelistic
8500 Long Beach Bl., SGate, CA 90280
Monte de Sion
8121 California Ave., SGate, CA 90280
Peace Lutheran Church
4513 Tweedy Bl., SGate, CA 90280
Presbyterian Church
3300 Liberty Bl., SGate, CA 90280
Redeemer Lutheran Church
2626 Liberty Bl., SGate, CA 90280
South Gate First Christian
3030 Firestone Bl., SGate, CA 90280
South Gate Church of Christ
9618 Alexander Ave., SGate, CA 90280
St. Helen’s Catholic Church
8912 South Gate Ave., SGate, CA 90280
St. Margaret’s Church
4704 Tweedy Bl., SGate, CA 90280
United Methodist Church
9605 State St., SGate, CA 90280

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

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

PRESCHOOLS
Kedren Headstart
10125 California Ave., SGate, CA 90280
Kid Town USA
13500 Paramount Bl., SGate, CA 90280
Kiddie Korner
13067 Paramount Bl., SGate, CA 90280
Kids’ Forum Preschool
4523 Tweedy Bl., SGate, CA 90280
Little Lollipop Pre-School
8439 California Ave., SGate, CA 90280
MAOF Headstart Calif. Center
9501 California Ave., SGate, CA 90280
Montessori Children’s Academy
10108 California Ave., SGate, CA 90280
St Helen Pre-School
9329 Madison Ave., SGate, CA 90280

LAUSD ELEMENTARY SCHOOLS
Our strategy will be to deliver informational flyers to all of these locations once per quarter and focus on the church locations that are in close proximity and with great attention to those independent and LAUSD pre-schools and elementary schools for a second and third flyer delivery.

Passing out flyers and or speaking to parents in and around neighborhood schools will be done through the permission of school administrators. Prepa Tec volunteers will meet with all target area elementary school administrators; non-charter public schools, private schools and other charter elementary schools to gain permission to pass out flyers at a time that is convenient to the schools and that is free from interruption of said school activities.

**Electronic Media** - We will utilize our web site (www.prepatec.org), designed by parent volunteers, to provide information about the school’s instructional model, student registration, upcoming meetings, Board members, potential job openings, and will include contact information for parents seeking more detailed information on the IB
program. All information on the web site will be provided in Spanish as well. Moreover, we will utilize Constant Contact, our Internet marketing company, to continuously communicate with parents and other community members online.

**Earned Media** - The Prepa Tec Board will create a public relations team that will produce a media packet to distribute to local media outlets to receive free earned media placements. The team will send quarterly news releases or as Prepa Tec creates newsworthy stories. We will pitch our stories to newspapers and local TV outlets, such as the approval and opening of our school. We will also provide progress reports and invitations to community meetings and events, starting January 2012. All press releases will be translated into Spanish, or other languages, if required or appropriate. The following publications will be included:

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

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

- KMEX TV 34- Univision
- KVEA TV 52- Telemundo

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

**Community Meetings** – Prepa Tec will hold community meetings open to the general public, to inform and equip families to make a decision about enrolling their children in Prepa Tec. At each meeting, a Prepa Tec representative will collect interested family information including name, address, telephone number and email address for future
communications about student matriculation and other activities. Meetings will commence in August 2011 and will be held monthly until March 12, 2012 when our potential lottery will be held. Initially, the appointed Administrator and volunteer Board members will conduct these monthly meetings. At every meeting, Spanish-speaking representatives of Prepa Tec will be present to assist non-English speaking parents of prospective students. The meetings will be held at locations Prepa Tec has chosen and are popular venues widely frequented by families of all backgrounds, which include the South Gate and Huntington Park Libraries and the South Gate and Huntington Park Recreation Centers. Church community rooms will also be utilized as meeting centers.

**Individual/Family Meetings** – Prepa Tec recognizes that personal one-on-one contact with families is the best way to reach potential students. Thus, Prepa Tec representatives will create opportunities for meetings with prospective students and their families at their home or at the home of our representatives, always with Spanish translations. We will start our individual meetings August 2011. The Administrator and volunteer Board members will make appointments to conduct these meetings as requests become available.

Prepa Tec shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

**B. Racial & Ethnic Balance Reflective of the District**
Dictated by the tenets of the International Baccalaureate program and a culture of inclusiveness, Prepa Tec will extend its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of the district or of the community in which it is located. Surrounding demographics suggest that the school will be 93% Latino/Hispanic and 7% White and “other.” In the sponsoring district, LAUSD, there is an overall smaller concentration of Latinos/Hispanics 73%, while African-Americans are at 11%, Whites at 9%, Asians and “others” at 7%.

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

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

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

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

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

D. Federal Compliance/Court Ordered Integration
As a recipient of federal funds, including federal Title I, Part A funds, Prepa Tec has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Prepa Tec understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Prepa Tec agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:
• Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

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

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

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

**ELEMENT 8: Admissions Requirements**

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

**A. Non-discrimination Statutes**

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

Prepa Tec will actively recruit a diverse student population, including low achieving and low-income students, from the District and surrounding areas and will abide by all state and federal laws regarding admissions. Prepa Tec will not discriminate against any student on the basis of race, sex, sexual orientation, religion, ethnicity, national origin, gender, disability, or any other protected classification under local, state and federal laws, including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code. Prepa Tec will abide by all state and federal guidelines regarding admissions and enrollment procedures, and the No Child Left Behind Act (NCLB).

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

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

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

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

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

Open Enrollment: January 1 - March 31, 2012
Lottery Date: March 31, 2012

D. Lottery Process
If there are more applications than there is capacity in a grade than the school can accommodate, a random public drawing will be held, using impartial witnesses, such as local elected officials or members of the business community. The date of the lottery will be announced in the public venues listed in the Community Outreach Plan, with at least one month for applicants to apply before the date of the lottery. Before the day of the lottery, families will be notified by mail or by email of the date and rules of the public lottery.

When there are more applications than there are seats available a public random lottery will take place. The lottery will be fairly executed in the following manner:

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

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

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

4. At the day of the lottery, in public view, all in-district preference applicants present will be called and will receive two lottery tickets; out-of-district applicant will be given one lottery ticket. After parents are notified by mail of lottery date 10 days before event by Prepa Tec, and after parents have confirmed their attendance, applications not having representation, by parents or otherwise, at the day of the lottery will be given lottery tickets for the drawing. Parents confirming that they will be at the lottery and whom have notified Prepa Tec that they will not be in attendance will be given a lottery ticket the day of the event. All tickets will be duplicate tickets. One copy will be given to the applicant and the original will be placed in a blank envelope with the grade level and class written on them. All lottery tickets will have a number, the students’ name and the class seat being raffled.
5. As the raffle begins, all the tickets for a particular grade level or class will be taken out from their envelopes and placed in a bowl or tumbler by the Principal or Clerk. An invited objective judge (may be a representative of the School District or public office) will then agitate the tumbler or bowl to secure a random outcome and will draw a ticket per seat being raffled. The ticket number and the name will be read out-loud and in public.

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

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

8. When student seats for each classroom are filled, names will continue to be drawn to create an orderly waiting list of students to be called upon when a vacancy occurs. In the event that an emergency arises or a dispute occurs, a backup or follow-up lottery date will be scheduled.

Preferences for available spaces will be granted in the following order: 

1. Students residing within the LAUSD boundaries as indicated by Education Code section 47605(d)(2)(B
2. Sibling(s) of a current student
3. Children of Founding Board members and current employees, not to exceed 10% of the school’s total enrollment.
4. Other California residents
5. ).

Prepa Tec shall be a public school of choice and as such will serve all and any students on a first come, first serve basis. When there are more applications for available seats, a Public Random Lottery will be called. At the day of the lottery, all applicants in the random public lottery will be given one lottery ticket to be drawn by an independent, no-interested person. Those applicants that fall under the “preferences” category will be given an additional ticket per preference class to be included in the random drawing- for example: an applicant that is a non-LAUSD resident will receive only one lottery ticket. But, an applicant that is an LAUSD resident will receive two lottery tickets; and, an applicant that is both an LAUSD resident and a Sibling of a current enrolled student will receive three lottery tickets.

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

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

All names not admitted because of capacity will be retained in a waiting list. Upon an open seat, students will be admitted in the order they were drawn in each grade level. Students will be called and informed by mail of the open seat available to the waiting list applicant. The letter will include the deadline of ten (10) working days to accept by completed application or by accepting through mail or in person. If student in waiting list does not accept the offer to enroll in the school within ten days, the next student in the waiting list will be called to enroll in the school through the same process.

Each lottery will be documented in the school's lottery file and signed by the Administrator, clerks, and witnesses. A copy of each notification letter sent to a parent shall be kept in the same file, as well as acceptance or denial letters.

All lottery policies may be refined after the first year of operations or as deemed necessary, with the approval of LAUSD. If so, the school will notify the District of the new policies within 45 days of approval of the Board of the revised policy, prior to the enrollment period in which the revised policies will be implemented.
ELEMENT 9: Financial Audits

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

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

To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the independent auditor will be submitted to District within four months following the close of the fiscal year. The school’s audit committee will review any audit exceptions or deficiencies and report to the Prepa Tec school Board with recommendations on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and the LAUSD.
Prepa Tec agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to LAUSD, the California Department of Education, and the State Board of Education by December 15th following each school year. Prepa Tec will provide interim financial data required by the district to fulfill its obligation to the county and state.

**B. Audit Exceptions & Deficiencies to be Resolved**
Audit exceptions and deficiencies will be resolved in conference with independent auditor prior to the completion of the final report. The Treasurer of Prepa Tec Board of Directors will participate in the audit process along with the Administrator. The designated fiscal officer for the first year will be the Administrator, assisted by CharterImpact. Prepa Tec 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. Prepa Tec will utilize attendance accounting procedures that will satisfy requirements for LAUSD, LACOE and CDE.

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

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

In addition:
- P1 - first week of January
- P2 - first week of April
- A weekly attendance report up to the fourth week prior to norm day submitted by new and existing charter schools - September
- First 20 days of instructional actual enrollment by grade level - October (for new charter schools, only)
- Other financial information needed by LAUSD to assess the fiscal condition of the charter school
D. Oversight
The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves
Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

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

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
Compliance with terms and conditions prescribed in the Charter agreement,
Internal controls, both financial and operational in nature,
The accuracy, recording and/or reporting of the Charter School's financial information,
The Charter School's debt structure,
Governance policies, procedures and history,
The recording and reporting of attendance data,
The Charter School's enrollment process,
Compliance with safety plans and procedures, and
Compliance with applicable grant requirements.

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

Prepa Tec will develop and maintain internal fiscal control policies governing all financial activities.

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**ELEMENT 10: Student Expulsions**

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

**A. Rules and Procedures**

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

Prepa Tec staff will develop a comprehensive set of student discipline policies through the work of the Executive Committee that will include interested parents, students, and staff and is in accordance with California Education Code Section 48900 by September 1st, 2012.
Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

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

A student may be suspended or expelled for any of the acts enumerated in 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
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

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

**Progressive Discipline Plan**

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

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

**Guiding Principles**

- **Respect:** Treat others the way I want to be treated; respect laws, rules, and school authority; treat people fairly and respect their rights; respect public and private property.
- **Responsibility:** take responsibility from my actions; choose how I respond to others; return what I borrow.
• **Appreciation of Differences**: look to the good in others; respect each person’s right to be different; see cultural diversity as an opportunity for learning

• **Honesty**: be honest with yourself and others; act with integrity; avoid spreading rumors or gossip

• **Safety**: engage in safe activities; keep body and mind healthy; choose only those things that are really good for me

• **Life-Long Learning**: come to school prepared to learn; give me best in everything I do; be open and alert to solutions

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

To create a culture of discipline students are expected to:

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

**Parent/Caregiver Responsibilities**

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

• Learn the rules for your child’s school and make sure you and your child understand them

• Involve your child in the establishment of the rules in the home

• Participate in the child’s education, help with homework, speak to their teachers, attend school functions

• Use a positive approach when disciplining your children; say more “do this” than “don’t do that; set limits

• Help your child develop a network of trusted adults to provide additional support when needed

• Teach your child to resolve problems

• Recognize your child’s accomplishments and improvements
• Help your child understand the value in understanding individual differences
• Help your child find ways of expressing anger without verbal attacks of physical violence
• Keep an open communication with your child
• Set an example for them

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

• Alternative programming; change of class; independent study
• Behavior monitoring; progress report cards
• In-school alternatives; social-emotional skills training
• In-school community service
• Counseling
• In-school parent supervision
• Problem solving/contracting

(Discipline Plan Sheets Attached in PDF for Appendix Z)

**Suspension and Expulsion**

Prepa Tec Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Prepa Tec's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements.

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.
Prepa Tec administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at Prepa Tec’s Administrator or Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

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

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

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

A student identified as an individual with disabilities or for whom Prepa Tec has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Prepa Tec will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Prepa Tec has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Prepa Tec recognizes the necessity and importance of the manifestation determination or, in cases of 504 accommodations, the link determination. If a student is eligible for Special Education, Prepa Tec will provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, Prepa Tec will provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of Prepa Tec’s failure to implement 504 Plan?
Grounds for Suspension and Expulsion

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

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

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The Principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.

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

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

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

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

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

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

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

  This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- Notice to Parents/Guardians
  At the time of the suspension, 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 will 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.

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.

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

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

- Suspension Time Limits/Recommendation for Placement/Expulsion
  Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be
considered for expulsion after receiving suspensions totaling 20 days in a single school year.

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

• **Suspension Appeal Process**

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

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

• Based on the information submitted or requested, Prepa Tec's Administrator may make one of the following decisions regarding the suspension.
  
  o Uphold the suspension
  
  o Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

• Prepa Tec's Administrator will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the school Principal.
Authority to Expel
The Prepa Tec Board may expel a student upon the recommendation of an Administrative Panel. The Panel is to be assigned by the Prepa Tec Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion to the Board of any student found to have committed an expellable offense.

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

All expulsions cases will be heard by the independent Administrative Panel pursuant to E.C Section 48918 (d). And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

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

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

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 of Prepa Tec who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

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

**Written Notice to Expel**
The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific 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 Prepa Tec
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

a) The student's name
b) The specific expellable offense committed by the student
Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Prepa Tec shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Disciplinary Records
The 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 Prepa Tec’s Administrator, Principal, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

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

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

2. Prepa Tec must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

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

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

5. The person or group conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

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

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

D. Process for Rehabilitation, Readmission, Interim Placement

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

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

The Principal shall make a recommendation to the Board following an investigation as to the student’s progress in his/her Rehabilitation Plan and causes for expulsion. The pupil’s readmission is also contingent upon the School’s capacity at the time the student seeks admission. All expelled students from other schools will begin their time at Prepa Tec by taking an after school Progressive Discipline class where they will be instructed on our Guiding Principles and Behavior and Consequences continuum. The parent, the student and the school will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student’s success at Prepa Tec.

**Expulsion Appeal Process**
After Administrative Panel has sent the written notice to the parent/guardian of a student expulsion, a request for appeal must be sent by mail or hand delivered to the Prepa Tec Administrator within five (5) working days. The student will be considered expelled until an appeal hearing is convened. The appeal itself will occur within ten (30) working days after the written notice to appeal has been received by the Administrator, and must be attended by parent(s)/guardian(s). The hearing will be held by a fair and impartial panel of uninterested representatives appointed by Prepa Tec Board and the panel’s decision will be final.

**Rehabilitation Plans**
Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**Readmission**
The Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The charter school is responsible for reinstating the student upon the conclusion of the expulsion period.

Readmissions Due Process
In the event an expelled student is denied readmission to Prepa Tec, after the investigation and meetings by the Principal to determine that the student had made significant progress in their Rehabilitation Plan or they were deemed to possess no threat to the safety of the Prepa Tec students, the student will be notified by the Board in writing of the decision not to admit. The notice to the parent or guardian will be mailed three (3) days after the Board determination and will include the following:
1. Notice of the previous specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Prepa Tec
3. Findings by the Board on the Principal's investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
4. Alternative area schools
5. New admissions eligibility date

Special Education Students
In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A0 Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter’s failure to implement 504?

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

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

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

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

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

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

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment.
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for
Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter's failure to implement 504 Plan?
ELEMENT 11: Retirement Programs and Staff Issues

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

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

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

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

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

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

**Paid Time Off**

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

Prepa Tec's Paid Time Off (PTO) program combines **vacation, personal time, and sick benefits** into a single PTO bank. The PTO program is designed in response to employees' needs for time off and allows eligible employees to receive their wages for qualified time off work. All regular and temporary full-time and part-time employees are eligible once they satisfy their trial service period. Neither exempt nor nonexempt employees earn benefits during any period of a leave of absence.

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

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

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

**Bereavement**

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

**Termination**

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

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

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

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

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

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

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.
C. Staff Due Process
All staff members will have due process rights that include:

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

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

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

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

- Documenting and reviewing all allegations and complaints made
- Provide fair judgment based on the merits of the case within ten (10) working days
- Provided information on the process to appeal the decision
- Provide the option for entering into a binding arbitration to be administered by the Judicial Arbitration and Mediation Services (J.A.M.S.).

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

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

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

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

- **Burden of Proof:** In disciplinary actions, the Chair has the burden of proving
cause for the discipline by a preponderance of the evidence. In all other actions, the appellant has the burden of proof by a preponderance of the evidence.

- **The Public:**
  Every hearing shall be public, unless the Chair closes the hearing for good cause. Individual parties may be represented by themselves or by an attorney.

- **Limiting Information:**
  The Chair may issue protective orders limiting access to information obtained in the course of a hearing.

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

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

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

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

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

When there is a vacancy in the instruction staff, the Principal will establish an ad hoc Hiring Committee, which will:
- Create Job Announcement
- Create marketing campaign using advertising and promotions
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- Recruit potential teachers creating a pool of candidates by requesting resumes
- Select “best-fit” candidates for interviews
- Receive Board approval on all hiring recommendations

Prepa Tec will recruit all personnel, which believe in the vision and mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Prepa Tec will possess the personal characteristics that will model the IB tenets.

All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the school. Prepa Tec will also require of all employees to furnish before the first day of start:
- Medical clearance for communicable diseases and Mantoux tuberculosis (TB)
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record
- Documents establishing legal status

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

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

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

Evaluations will be conducted annually by the Principal and the Administrator and will present the findings to the Board of Directors. Should a teacher maintain a satisfactory status in regards to these three criteria, he/she will move up one step per year on a pay scale that is competitive with local LAUSD schools, if funding is available.
The Prepa Tec Board of Directors will evaluate the Administrator based on the following:
- Achievement of the mission and vision of the school
- Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising
- Maintenance and oversight of fiscal activities and sound budget

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

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

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

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

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

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

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

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

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

Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
ELEMENT 14: Dispute Resolution

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

The staff and governing board members of Prepa Tec agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Prepa Tec, 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 Prepa Tec shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail.

The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications shall be addressed as follows:
To Charter School: Prepa Tec
 c/o Xavier Reyes, School Administrator

To Director of Charter Schools: Jose Cole-Gutierrez
Los Angeles Unified School District
333 South Beaudry Avenue, 25th 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 attorney’s 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: Employer Status and Collective Bargaining

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

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

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

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

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

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Prepa Tec in writing of the specific violation, and give the Prepa Tec a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

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

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

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

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

2. The authorizing entity

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

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

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

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

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

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

3. The students’ school districts of residence

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

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

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

2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.

3. Information on student completion of college entrance requirements for all high school students affected by the closure

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

**School and Student Records Retention and Transfer**

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

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original
student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

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

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

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

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

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

Financial Close-Out

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

Prepa Tec shall ensure completion of an independent final audit within six months after the closure of the school that includes:
1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

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

**Disposition of Liabilities and Assets**
The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

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

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

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

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

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

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

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

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

   a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
   b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
   c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Prepa Tec’s right to operate as a Charter School or cause Prepa Tec to cease operation. Prepa Tec and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Facilities
Provision Charter School Location: 2410 Broadway, Walnut Park, CA 90255
Names of District school sites near proposed location: Gage, MS; South Gate MS
Proposed Charter School to be located within the boundaries of LAUSD: YES

District-Owned Facilities:

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

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

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

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:
• **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

• **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

• **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

• **Minimum Payments or Charges to be paid to LAUSD Arising From the Facilities.** (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.

  - **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.

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

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

Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

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

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

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

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

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

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

Prepa Tec acknowledges that it must commence operations by September 30 to be eligible for that fiscal year’s ADA-based state General Purpose revenue. Our first day of school will be August 20th, 2012.

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

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

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

**Impact on Charter Authorizer**

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

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

**Potential Civil Liabilities Effects**

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

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

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

**Liability and Indemnity**

For all extensive purposes, Prepa Tec will be deemed to be a “school district” for purposes of section 41302.5 and sections 8 and 8.5 Article XVI of the California Constitution.

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

Prepa Tec will secure and maintain appropriate workers compensation, as well as liability coverage, bond coverage, and insurance coverage, providing for, among other things, insurance for operation and procedures, personal injury, and property, fire, and theft.

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

**Court ordered integration**
Prepa Tec is subject to the requirements of the Crawford Court Order. Prepa Tec will provide a written plan to achieve and maintain the District’s ethnic balance goal, which is within a 70:30 or 30:70 ratio. The plan includes:
- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process.
- Outreach meetings will be held in several locations of the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.

Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in LAUSD as described in Element 7.

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

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

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

Consistent with AB 1994 and AB 1137, Prepa Tec will provide an annual financial report to LAUSD in a format developed by the Superintendent of Public Instruction. LAUSD will
send this financial report to the Superintendent of Public Instruction. Prepa Tec will submit its annual audit to the State Controller, COE, CDE and LAUSD.

Appendix

Appendix A. Corporate Bylaws

BYLAWS
OF

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ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Alta Public Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2410 BROADWAY, WALNUT PARK, CA 90255, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of
the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least four (4) directors unless changed by amendment to these bylaws. The Board composition shall include one (1) parent representative from each charter school operated by Alta Public Schools and two (2) to five (5) community members. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) year(s) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered as drawn by lot with four (4) seats serving a three (3) year term and three (3) seats serving a two (2) term.

<table>
<thead>
<tr>
<th>NAME</th>
<th>EXPIRATION OF TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nestor Enrique Valencia</td>
<td>June 1, 2012</td>
</tr>
<tr>
<td>Edith Morris</td>
<td>June 1, 2012</td>
</tr>
<tr>
<td>Mildred Cunningham</td>
<td>June 1, 2012</td>
</tr>
<tr>
<td>Jeffrey Phillips</td>
<td>June 1, 2013</td>
</tr>
<tr>
<td>Robert Cano</td>
<td>June 1, 2013</td>
</tr>
<tr>
<td>Joana Florez</td>
<td>June 1, 2013</td>
</tr>
</tbody>
</table>

Section 4. DIRECTORS’ TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

Section 5. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of
directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board’s authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director’s resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.
Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation located within LAUSD boundaries. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 15. REGULAR MEETINGS. 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.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.
Section 17. NOTICE OF SPECIAL MEETINGS. 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. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each director at the director’s address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation’s records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda.\(^2\)

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\(^2\) This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.
Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors’ resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

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3 The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.
g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors’ actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors’ resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 26. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Corporations Code, as well as charter school specific conflicts laws as may imposed by reference in the charters of the charter schools operated by Alta Public Schools.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the Board’s direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.
Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors’ meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. The President, also known as the Chief Executive Officer, shall be the general manager of the corporation and shall supervise, direct, and control the corporation’s activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors’ meetings.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall
have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation’s principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation’s properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation’s funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall comply with applicable federal and state laws, nonprofit integrity standards, and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES
Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest even if all of the requirements in the Alta Public Schools Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS
Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS’ RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director’s interest as a director. Any such inspection and copying may be made in person or by the director’s agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation’s fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
b. The principal changes in assets and liabilities, including trust funds;

c. The corporation’s revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation’s expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant’s report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation’s books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation’s fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an “interested person” is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters that created the charter schools operated by Alta Public schools or make any provisions of these Bylaws inconsistent with those charters, the corporation’s Articles of Incorporation, or any laws.
ARTICLE XVIII  
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.
CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Alta Public Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Board of Directors on June 1, 2011; and that these bylaws have not been amended or modified since that date.

Executed on June 1, 2011 at _________________________, California.

__________________________
Mildred Cunningham, Secretary
EXHIBIT A

MEMBERS OF THE BOARD

<table>
<thead>
<tr>
<th>NAME</th>
<th>EXPIRATION OF TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nestor Enrique Valencia</td>
<td>June 1, 2012</td>
</tr>
<tr>
<td>Edith Morris</td>
<td>June 1, 2012</td>
</tr>
<tr>
<td>Mildred Cunningham</td>
<td>June 1, 2012</td>
</tr>
<tr>
<td>Jeffrey Phillips</td>
<td>June 1, 2013</td>
</tr>
<tr>
<td>Robert Cano</td>
<td>June 1, 2013</td>
</tr>
<tr>
<td>Joana Florez</td>
<td>June 1, 2013</td>
</tr>
</tbody>
</table>

Appendix B. Articles of Incorporation (attached)

Appendix C. Budget – startup and three years (attached)

Appendix D. Signatures; 50% teachers (attached)

Appendix E. Teacher resumes/credentials -7 (attached)
Appendix F. Resumes of Board members

XAVIER REYES
1255 E. 74th Street, Los Angeles, CA 90001 • Phone: 323-251-7123 • E-Mail: grxr1@netzero.net

STRATEGIC PLANNING and MARKETING

PROFESSIONAL PROFILE

• Dynamic, savvy professional offering successful leadership in advancing nonprofit and private-sector new product or program development, including track record of identifying and stewarding $3.7 million in funding from the U.S. Department of Education for new charter schools development throughout California.

• Motivated achiever who is recognized for combining program excellence, integrity, and innovation with best practices and disciplined attention to achieving immediate and long-term goals and objectives.

• Goal-driven performer who has developed and directed organizational capacity-building strategies to achieve improved performance benchmarks in funding and membership development while collaborating with cross-functional staff teams, senior managers, board members, community representatives, and consultants.

• Experienced grantsmaker who has served as a panelist, site reviewer, and consultant to national, state and school district authorizing agencies.

• Skilled marketer who has created and executed high-impact, educational program and multimedia marketing campaigns that consistently generated new revenue streams and achieved improved performance in targeted markets.

• Proficient manager who has directed and managed professional, technical, and support staff.

COMPETENCIES GAINED THROUGH PROFESSIONAL AND EDUCATIONAL EXPERIENCE

• Product/Program Development
• Positioning Strategies
• Niche Marketing
• Marketing Communications
• Public Relations
• Community Organizing
• Strategic Planning
• Special-Events Management
• Charter School Development

PROFESSIONAL EXPERIENCE

Executive Director, Academia Moderna Charter School, Los Angeles, CA
January 2008 to present
Director, School Development and Outreach, California Charter Schools Association, Los Angeles, CA
October 2005 to January 2008

- Successfully developed and launched Charter Launch, a statewide charter school development training program that prepares and guides educational leaders to successfully launch and operate their charter public schools. As a result of the program, Loyola Marymount U. shown interest in establishing an articulation agreement for a Masters of Education program and the New York Charter School Association has show interest in expanding the Charter Launch program nationally. Additionally, the US Department of Education granted $3.7 million to open more charter schools under NCLB through the Charter Launch program.
- Created program from research position to fully functioning program in less than four months by formulating and directing all aspects of operations, product development, marketing, curriculum, positioning strategies, programming, staffing, organizational articulation and budget management.
- Organized high-profile project advisory cohort of existing school operators; directed logistics and trained a statewide facilitator staff of ten people; managed daily operations for the statewide program to assist new school developers.
- Assisted over thirty new charter school teams in the development of their state-standards-aligned schools; through classroom direct instruction and through on-line instructional approaches, delivered instruction and guidance for educational leaders.
- Designed and executed strategic marketing and promotional plan that achieved exceptional market penetration and resulted in exceeding projected attendance and revenue goals by 50 percent in our teacher recruitment job fairs.
- Maximized modest budget of $7K to orchestrate multi-media marketing campaign that resulted in numerous placements and ad equivalencies yielding 5.7 million audience impressions in one month’s time—many at EdJoin.com.
- Directed Web site design/development from concept through testing; site received the most hits upon launch than any other page in the organization web site.
- Negotiated and consulted on lead sponsor’s cause-related marketing campaign, including TV, print, and internet.
- Managed creative teams/outside agencies in design, copywriting, production, and distribution of all print collaterals, such as press kits, direct mailers, brochures, and point-of-purchase displays; as well as all online marketing materials.

New Facilities Community Outreach Rep., Los Angeles Unified School District, Los Angeles, CA
July 2004 to October 2005

- New Facilities development team member engaging the community, business, school, elected official, regulatory agencies, and community based organization sectors in the process of new school construction.
- Developed and implemented outreach strategies providing a vital forum between community and school district.
- Executed proactive communications, briefings and community meetings for new schools on project definition, site selection, relocation, design, environmental health and safety and construction.

Director of Communications and Educational Programs, CHIRLA, Los Angeles, CA
February 2002 to July 2004

- Developed and implemented communications plans for all federal, state, and local immigrant policy issues.
• Cultivated funding; developed and managed numerous community education programs, such as with First Five CA.
• Serve as spokesperson, and oversaw all internal and external organizational communications and events.
• Developed and implement community education and outreach plan for hard-to-reach communities, as AB540.
• Produced and implement plan to extend to immigrant students the “Free Cash for College” with City and LAUSD.
• Developed and implemented plan to address immigrant barriers to healthcare: used focus groups in four languages throughout California, developed collateral based on policy evaluation and findings to implement outreach plan.

V.P. of Marketing and Public Relations, Synercomm & Marketing, San Diego, CA
November 1994 to February 2002
• Managed numerous client accounts focusing on Hispanic marketing, e-commerce development, event marketing and development, product development, graphic design, advertising copy, translations and adaptations, entertainment publicity, custom publishing, and public relations.
• Functioned as in-house Publisher and Editor of Latinos Magazine, a national bilingual consumer magazine with a production run of 70,000.
• Conceptualized, designed and supervised marketing collateral, media kits, and campaigns advertising for such clients as the Hispanic Chamber of Commerce.
• Developed and implemented public relations plans for national and local markets with such clients as Jones Soda.
• Produced and implemented special events programs for events of approximately 150,000 people, including Harbor Days in Chula Vista, CA and Pluma Awards with the National Hispanic Media Relations Association.
• As Internet Developer and Editor of Yavas.com; designed, developed and launched e-commerce Web site generating an increase in sales of over 200 percent.
• Developed and implemented new media public relations and marketing campaigns for e-commerce sites.

EDUCATION and PROFESSIONAL DEVELOPMENT
• Master of Science in Public Administration, California State University, Los Angeles, Los Angeles, CA, 2004
• Bachelor of Arts in Political Science, San Diego State University, San Diego, CA 1994; Minor: Art History
• Executive Training: Charter School Leadership, Harvard University, Cambridge, MA, 2006
• Course: Community Resolution Training, Loyola Law School, Los Angeles, 2002
• Course: Spanish Media Training, UCLA, Los Angeles, 2001

CIVIC AFFILIATIONS and ACTIVITIES
• Founding Board Member, Academia Moderna Charter School, South Gate, CA 9007 - present
• Founding Board Member, Design High School, Los Angeles, CA, 2006-2007
• Board Member, Fair Housing Foundation, Long Beach, CA, 2002-2003
• Member: Advisory Committee, First 5 L.A., Los Angeles, CA 2002-2003
• Convener: Spa 6 & 7, LA County Children’s Planning Council, Los Angeles, CA, 2001-2003
Joana Florez

Contact
Tel : 305.962.2416
e-mail : joana.florez@gmail.com

Address
4573 Don Milagro Drive, Los Angeles, CA 90008

Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree</th>
<th>Institution</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>2006 to 2009</td>
<td>Juris Doctorate</td>
<td>Harvard Law School, Cambridge, Massachusetts</td>
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<tr>
<td>2003 to 2006</td>
<td>Bachelor of Arts in Criminology – cum laude</td>
<td>University of Florida, Gainesville, Florida</td>
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Work Experience

Barry University Andreas School of Business, Miami, FL
Lecturer on Business Law and Ethics
- Teaching online, graduate level 3-credit courses
- Responsible for creating a syllabus in accordance with accreditation requirements
- Evaluating and critiquing student papers, presentations and classroom participation

Ministry of Legal Affairs, Port-au-Prince, Haiti
Legal Affairs Coordinator
- Interviewed and corresponded with prospective candidates for open positions
- Created and fostered relationships with foreign non-profits seeking to assist in reconstruction efforts
- Facilitated meetings between Ministry and various other State departments

Beginning with Children Foundation, New York, NY
Board Member/Strategic Planning Committee
- Developed an action plan for recruiting students to fill unexpected empty seats
- Presented research on best practices for sound charter school network expansion to board
- Created and fostered relationships with foreign non-profits seeking to assist in reconstruction efforts
- Vetted potential board members to join in following academic year
Academy for Young Writers Charter School, Brooklyn, NY  Oct- Jan 2010
**Internship Coordinator**
- Secured internship with local organizations for 30 high school seniors
- Taught 3 professional development workshops in preparation for internships
- Coordinated with students, parents and school principal on student transportation needs

United States Senate, Washington D.C.  Jan – May 2009
**Legislative Fellow for Education for Senator Michael Bennet of Colorado**
- Briefed Senator on all bills pertaining to education
- Drafted comprehensive reviews of education projects and legislation
- Responded to constituency concerns related to education

Hale and Dorr Legal Services Center, Jamaica Plains, MA  Aug- Dec 2008
- Negotiated commercial lease agreement for client opening small business
- Completed necessary paperwork for non-profits seeking 501c (3) status
- Drafted trademark contracts for budding recording artist

**Summer Associate**
- Conducted legal research for an asbestos products liability action
- Assisted in creating a defense for a personal injury action for a franchisor defendant
- Drafted memorandum on liability of a franchisor for the torts of a franchisee under Georgia law

**Research Assistant for School to Prison Pipeline Project**
- Identified research-based solutions for redirecting the school to prison phenomenon
- Conducted trainings for juvenile attorneys, school administrators and teachers

**Admissions Office Student Representative**
- Informed and assisted prospective students with the admissions process
- Organized admitted student weekend events
- Conducted law school tours and answered questions about the campus history
- Represented the law school at numerous law school fairs

**Computer Skills**

Programs &  Internet Explorer, Microsoft Word, Excel, Facebook, Twitter, YouTube
<table>
<thead>
<tr>
<th>Applications</th>
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<tr>
<td>Languages</td>
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<tr>
<td>French, Haitian Creole</td>
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</tbody>
</table>

Edith H. Morris
Education:  
Master of Science – School Administration, Pepperdine University  
Bachelors of Arts - Home Economics, California State University at Los Angeles

Professional Development Experience:  
2008 – 2010 TEACH Academy of Technologies Charter School  
Charter School Co-Developer  
- Became a member of California Charter School Association  
- Attended LAUSD and California Charter School Association related workshops for the organization and development of charter schools  
- Co-sought grant funding from the Walton Family Foundation, Public Charter School Grant Program and other grant programs as needed  
- Co-developed a Business Plan for the Charter School  
- Co-established a Board of Directors for the Charter School  
- Elected to hold the office of Board Secretary  
- Maintained financial records for grant funding  
- Co-developed charter school petition  
- Participated in charter petition Exit Interview process  
- Visited established Charter Schools  
- Assisted in finding appropriate school facility  
- Assisted in the interviewing process for the Principal and other school staff personnel

Event Planner  
- The Sunday Gospel Brunch, Hollywood Park Pavilion  
- Wedding Receptions  
- Birthday Parties  
- Art Shows  
- Concerts  
- Stage Productions  
- Workshops  
- Job Fairs  
- Fundraisers

1994-2000 Mary McLeod Bethune Middle School - LAUSD PRINCIPAL  
- Instituted middle school reform  
- Established a year – round school  
- Introduced new instructional programs: Team teaching, core curriculum,
common planning time, block scheduling, and values clarification; to create environment for student-centered learning.

- Instituted a two million grant funding for the purpose of having state-of-the-art instructional programs in technology.
- Increased teacher stability, student ADA, percentage of honor roll students, discipline standards, and tolerance against graffiti.

1981-1994 Sun Valley JHS, Markham Intermediate, Gage JHS, - LAUSD
Assistant Principal (generic)
- Provide leadership in training teachers to improve the services they deliver to students.
- Supervised instruction and instructional activities.
- Interpreted and implemented administrative policies.
- Developed and improved instructional programs and student services, plant management, staff development, and community affairs

Assistant Principal Secondary Counseling Services
- Planned and provided leadership for the counseling and guidance program
- Assessed instructional program needs of the school in order to suggest and implement curriculum changes.
- Interpreted necessary data in order to plan appropriate educational programs.
- Planned and organized the school’s Master Program.
- Planned, organized administered and interpreted standardized programs, state mandated surveys, and mandated proficiency tests.
- Coordinated the maintenance of cumulative records.
- Coordinated the identification, placement, and reporting of students eligible for all program offerings.

Secondary School Counselor
- Counseled individuals and groups of students in the areas of educational, personal, physical, social and career needs.
- Assisted in organizing the administration and interpretation of standardized tests for appropriate student placement.
- Helped students effectively utilize educational opportunities of the school.
- Consulted with administrative staff on student referrals for supplementary counseling.
- Consulted with pupil service staff in scheduled student case conferences.
1963 – 1969 Bret Harte, and James A. Foshay  JHS
Teacher of Home Economics

- Developed and implemented daily lesson plans
- Instituted various instructional methods to promote social, intellectual and physical growth of the junior high school adolescent.
- Developed age-appropriate curriculum to meet the needs of all students.
- Held parent conferences to support the needs of students.
- Counseled students.
Summary of Qualifications

Over 17 years of experience in criminal justice at the local and federal level, initially working in support staff positions, and rising through various roles and responsibilities with increased oversight. Have a fundamental understanding of law enforcement procedures, and the inherent organizational culture. Have direct experience in conducting inspections, and complex investigations and audits pertaining to critical incidents in law enforcement and a detention (correctional) setting. Possess the necessary technical, interpersonal, and analytical skills, and consistently seek direct application of previous work experience and post graduate studies to the field.

Professional Experience

Elite Performance Auditing Consultants  Dates Employed: 04/09 - Present
2955 E. Hillcrest Dr. Suite 108
Thousand Oaks, CA 91360

- As President for the company, main objectives are to oversee the auditing, marketing, and training aspects of the firm, while serving as the primary contact in contract negotiations with public safety entities.
- Responsible for ensuring the mission of the company remains true to enhancing the professionalism, efficiency, and effectiveness of law enforcement organizations, wherein our core services produce a reduction in liability through risk assessment, audits & inspections, training, policy review, and best practices.

Los Angeles Police Department  Dates Employed: 01/05 - Present
221 North Figueroa Street Suite 300
Los Angeles, CA. 90002

- Served as a project manager with direct oversight of staff auditors and sworn personnel. Have completed complex audits relating to the Los Angeles Police Department consent decree in the areas of search warrants, uses of force, arrest, booking, and charging reports, complaint investigations, confidential informants, and Gang Enforcement Detail selection criteria.
- Have been assigned as an Acting Officer in Charge, and as an Assistant Officer in Charge for Audit Division, having direct oversight for clerical, professional auditors, and sworn personnel. I have been responsible for analyzing and evaluating intricate investigations, drawing conclusions and providing sound recommendations to LAPD command staff.
- Completed numerous assignments at the request of the Chief of Police pertaining to Uniform Crime Reporting and the Use of Seatbelt in Traffic Collisions, as well as collaborative investigations with internal affairs.
• Responsible for conducting in depth inquiries (factsheets) of officers identified during the aforementioned audits, wherein a pattern assessment has been conducted and such patterns of questionable conduct has been established for the officers. In such cases, have articulated the findings and reported them to the Bureau Chief and Chief of Police, who then forward the information to internal for appropriate action.

• As a an Assistant Team Leader for the Gang Enforcement Evaluation Section, responsible for oversight and the review of comprehensive performance audits of police department programs, procedures, and activities as they relate to the LAPD gang enforcement details. Such oversight includes the review of data analysis, audit documents, and audit reports associated with gang related arrests, booking and charging processes, search warrants, uses of force, performance evaluations, supervisory oversight, and gang intelligence.

• Have close working relationships with employees, and assist them with operational and personnel issues.

• Meet with department commanding officers to explain the auditing process, and the results of audits conducted of their respective commands.

• Have made presentations to various divisions, explaining the auditing process, implications of risk issues, and results of audits.

• Assigned supplementary duties include being an instructor in the Basic Law Enforcement Performance Auditor Course, wherein I am certified through the State of California Police Officer Standards and Training (POST), to instruct and facilitate courses in auditing standards, risk assessment, population sampling and fieldwork analysis.

Mount Saint Mary’s College          Dates Employed: 09/07 - Present
12001 Chalon Rd.
Los Angeles, CA 90049

• Serve as a part-time faculty member of the Sociology Department, teaching criminal justice courses.

• Instruct students from a diverse background on the various aspects of the criminal justice system, and include my professional experience in law enforcement and corrections.

• Coordinate presentations and tours of other criminal justice components, such as: the Los Angeles County Coroners Office; Los Angeles Police Department - Scientific Investigation Division; Los Angeles County District Attorney’s Office; and, the United States Bureau of Prisons.

US Immigration & Customs Enforcement          Dates Employed: 10/95 – 01/05
2001 Seaside Ave.
San Pedro, CA. 90731
• As a detention officer (1995-1996), responsible for executing duties pertaining to the day to day operation of a criminal detention facility. Served as a member of the Special Operations Response Team (SORT), and responded to critical incidents pertaining to the security of the facility such as disturbances, riots, unruly detainees, and hostage situations.

• As a line supervisor (1996-1997), had oversight of detention officers, and responded to request for supervisor calls throughout the entire facility.

• As a shift commander (1997-2000), had oversight of 65 detention officers, developed weekly shift and assignment schedules, vacation schedules, completed performance evaluations, dealt with personnel issues, and had overall shift coordination responsibility of the 450 bed criminal detention center.

• Experience in dealing with criminal detainees, gang members, and diffusing situations that had potential for escalating to major critical incidents.

• As an Accreditation Manager (2000-2005) my responsibilities included monthly compliance inspections to ensure proper implementation of local policies according to National Detention Standards as set forth by the headquarters office in Washington D.C.

• Performed yearly complex audits of all detention operations in such areas as health and safety, security, legal rights, recreation, critical incident management, and administrative records.

• Conducted monthly analyses of the facility’s structure and security, staff and significant incidents. Conducted and supervised investigations pertaining to officer involved uses of force, detainee crimes, detainee assaults, in-custody deaths, riots and facility disturbances. Prepared comprehensive reports for Department of Homeland Security Officials.

• Briefed government executives at the Los Angeles Field Office and Washington D.C. on all related issues pertaining to the criminal detention facility.

• Conducted yearly training for various departmental staff members on ethics in the work place, report writing and local operating procedures. Additionally, responsibilities included obtaining facility accreditation from the American Correctional Association (ACA) every three years and reporting facility compliance, discrepancies, and plans of action on a yearly basis to an ACA panel.

Education:

• California State University, Los Angeles, Los Angeles CA. 90032
  o Bachelor of Science
  o Graduation Date – March 2003
  o Major: Criminal Justice

• California State University of Los Angeles, Los Angeles CA. 90032
  o Master of Science in Public Administration
  o Graduation Date - December 2005

• University of La Verne, Los Angeles Ca. 91750
Doctor in Public Administration
Fall 2007 – Currently enrolled and working on research project.

Job-Related Courses and Certifications:
- Rio Hondo Police Academy – Basic Police Academy Certificate, 1994
- Basic Law Enforcement Police Auditor Course – Los Angeles Police Department, 2005
- Institute of Internal Auditors – Peer Review Workshop for Government Audit Shops, 2006
- Institute of Criminal Investigation Instructor Course Phase I, II & III, September 2006
- Certified Fraud Examiner, 2006
- Certified Government Auditing Professional, 2007

Job-Related Awards and Memberships:
- U.S. Immigration & Naturalization Service, Plaque of Performance Recognition – April 2001
- Los Angeles Police Department, Audit Division, Outstanding Performance Award – December 2005
- Los Angeles Police Department, Audit Division, Auditor of the Year Award – December 2007
- Professional Member of the Association of Certified Fraud Examiners – September 2005
- Professional Member of The Institution of Internal Auditors – October 2005
- Member of the American Society for Public Administration – 2007
- Professional Member of the International Law Enforcement Auditors Association- 2008
- Past Treasurer for the International Law Enforcement Auditors Association - 2008

Mildred S. Cunningham
4711 – 11th Avenue – Los Angeles, California 90043 - (323) 493-3426 - teachincl@aol.com
Objective

*Mildred Scott Cunningham, perpetual Student/Educator, understands the socio-academic dynamics of the inner-city. With background and experience in Sociology, Social Rehabilitation, Counseling, Education, Entrepreneurship, and The Arts, she has a grasp on inner-city social rhythms. Recognized for passionate professionalism in innovative teaching, she was awarded the coveted Region Eight “Educator of the Year” by the California League of Middle Schools.*

Experience

*Teacher: Child Development*

1968 - 1985  *LAUSD, Los Angeles, CA*

Directed teaching  
Program Coordinator / Staff Representative  
Parent Educator / Community Liaison

*Teacher: Markham Intermediate School*

1985 - 1987  *LAUSD, Los Angeles, CA*

Classroom Teacher: English/ Social Studies  
Coordinator: Gifted and Talented Education (GATE Program)  
Drama Coach  
Improvisational Drama Instructor: LAUSD GATE Saturday Program, California State University Los Angeles

*Teacher: Dorsey High School*

1987 - 1990  *LAUSD, Los Angeles, CA*

Magnet School Teacher: English/Literature/History  
Program Developer: Oral Interpretation  
Coordinator / Coach: California: Academic Decathlon  
Teacher: Bethune Middle School

1990 - 2001  *LAUSD, Los Angeles, CA*

Classroom Teacher: English/ Social Studies  
Theatrical and Drama Coach  
Journalism / School Newspaper
Education

California State University, Los Angeles, CA

BS in Sociology/Social Welfare
MS in Rehabilitation Counseling (Social Rehabilitation)

University of California Los Angeles
Writing Fellowship
Presenter: UCLA Chancellor’s Conference

Pepperdine University, Los Angeles, CA
School of Education

Entrepreneur

*Black Exodus Theatrical Agency (Non-Profit)*
Stage Production / Promotions

*MET NETwork Diversified Groups, Inc*
Event Planning / Promotions

Interests

*TEACH, Inc.* (Non-Profit)

*TEACH Academy of Technologies*
Charter Middle School

Writer; Playwright; Poet; Performer; Family; Church; Community

References are available on request.

Nestor Enrique Valencia
General Overview
Hard-working, enthusiastic, achievement-oriented leader, detail oriented and self-motivated individual with broad interests and experiences and the ability to make well thought out decisions. Professional with working experience in a quick-paced, highly legislated and competitive environment demanding superb organizational and interpersonal skills.

Driven, strong leadership and management expertise with teaching and public health care administration training. Concrete, analytical and problem-solving skills. Team player with excellent communication and negotiating skills ability.

Directed and managed large and small departments in health care related organizations, to include hospitals, medical groups, and health insurance companies. Also, I am an experienced civil servant with the State of California. Most recently, managed contracts with $120 million annual revenues and $96 million in expenses.

Career-long experience serving and working with the public. Familiar with the United States Constitution, California Constitution, California Law and Municipal codes and ordinances. Knowledge of local government master plan and budget.
Other interests include: Family, Coaching & Mentoring, Leadership & Management, and Legislation.

PROFESSIONAL HEALTH CARE, INSURANCE and MANAGEMENT EXPERIENCE
Experienced in the healthcare industry including Health Maintenance Organizations, Hospitals, PPOs, and MCOs, I am a knowledgeable, intuitive manager with ability to work with diverse groups, interests and ideas. Specifically, I am performance-driven health care executive offering 15+ years of comprehensive achievements across independent physician associations, medical groups, hospitals and health plan disciplines. Leverage business acumen across diverse cultures and economies. Develop innovative corporate policies and procedures. Recognized for ability to incorporate innovative management techniques that result in enhanced business practices and profits. Proven success in revenue enhancement, network development, medical management performance, cost reduction and marketing through expertise in operations, contracting and strategic planning capabilities. I am available for travel.

Executive Management Competencies
Contract Negotiations/Systems Management Workflow Optimization/Performance Improvement
Strategic Planning & Growth Incentive Structures/Performance Standards
Project Management/Software Integration Staff Management/Leadership/Mentoring
Change Management Budget Planning/Cost Controls
New Business Development Health Care Operations Management
Rick Valencia Consulting & Management 1/09 – Present

Partner

- Provide interim management services for private practitioners and healthcare organizations.
- Provide operational consulting services to independent physician associations (IPA’s), medical groups, physicians, health plans, and hospitals.
- Develop market strategies for healthcare organizations including IPA’s, medical groups, hospitals, and internet ventures in healthcare.
- Provide contract negotiations and strategic positioning for IPA’s, medical groups, hospitals, and managed care organizations.
- Property Manager involving rent collection, invoices, tax reporting, project management, contractor selection and monitoring (9 years experience).

Clients:
- Community Mutual Benefit Government Agencies (8/09 – current)
  - Retained to develop community liaison position and public relations plan in Southern California.
- Spectra Clinical Labs (5/09 – 9/09)
  - Retained on contract to develop marketing and physician business expansion.
- Baja Surgery Medical Group (4/09 – 7/09)
  - Retained on contract to develop marketing strategies within the Hispanic health care market place.

OTHER PROFESSIONAL HEALTH CARE, INSURANCE and MANAGEMENT EXPERIENCE

- Directed, managed and supervised staff in the contracting and provider services department, managing over 500 PCP, 2,500 specialty, over 150 ancillary and 22 hospital agreements.
- Negotiated with HMOs (18), EPOs (2), and PPOs (10), including Out-of-Network Letter of Agreements (LOAs) and Memorandums of Understanding (MOU).
- Negotiated Staff Physicians and Independent physician/provider agreements using various methodologies, including specialty capitation and established fee schedules, utilizing available financial data.
- Served as a direct contact for professional/clinical staff, contract compliance and reimbursement issues, and legal representatives.
- Directly managed all provider data and for the organization’s web-based system conversion project.
- Responsible for contracting efforts for Central Valley expansion, involving heavy travel.
- Developed provider contracts and fee schedules, and provider credentialing workflows and protocols.
- Directed and managed software implementation of EZ Cap and web-based portal for provider network and credentialing data, involving various project management duties.
- Chaired and managed the Contracting and Clinical Issues Committee meetings, providing a forum to identify clinic, network operations and provider issues, and network/business development opportunities, ensuring a structured decision-making process and results.
- Collaborated and consulted with billing manager to ensure maximum reimbursement to 10 clinics.
- Ensured productive and mutually beneficial relationships with providers, health plans, regulators and other departments.
- Managed and developed annual department budget of $1 million, which included 4 to 22 employees at various times.
- Hired and developed staff in contracting, credentialing, clinic billing and customer services.
EDUCATIONAL PREPARATION

B.S. Degree, Health Sciences - Health Care Education & Management Emphasis


UCLA Extension, Healthcare Management Program - 1/96 to 12/96

Healthcare Management Internship, San Jose Medical Center, San Jose, CA - 8/88 to 1/89

Graduate, Kaiser Permanente Summer Youth Program, Oakland, CA - 7/89

Long Beach State University’s Teaching Credential Program (Candidate), 5/01

Graduate, Bell Senior High School, Bell, CA

Chester W. Nimitz Junior High School, Huntington Park, CA

Corona Avenue Elementary, Bell, CA

COMMUNITY SERVICE

Los Angeles Unified School District, District 6 Present

Public Relations, Parliamentary Officer, District 6, Title I, Parent Board Member

- Ensure the good-will of the board throughout the District by presentations and public speaking.
- Planned meetings, agendas, training sessions, presentations and events, per Title 1 regulations.
- Facilitated monthly meetings to enable the completion of committee business.
- Oversaw decisions and administration on yearly budget.

Los Angeles Unified School District Present

CEAC District Advisory Committee (DAC), Vice Chairperson, Parent Member (Elected)

- Represented parents of 5000 students in decisions involving a yearly budget of $800,000.
- Participated in the Legislation committees, monitoring Public Education legislation in federal and state levels.
- Oversaw decisions and administration on Title I yearly budget.

Corona Avenue Elementary & Martha Escutia Primary Schools 2006-Present

School Site Council, Parent Member (Elected); CEAC Committee, Chairperson (Elected)

- Lead parents and community members in an advisory committee of 20+ parents.
- Planned meetings, agendas, training sessions, presentations and events, per Title 1 regulations.
- Facilitated monthly meetings to enable the completion of committee business.
- Ensured and oversaw decisions and administration on yearly budget.
- Actively participate in fundraising events.

Sagrado Corazón y Santa María de Guadalupe Catholic Church, Cudahy, CA 2007-Present

Treasurer, Church Construction Committee & Finance Council, and Parent Guide

- Responsible for financial accounting and reporting to community.
- Organize and presented weekly activities for 36 adults participating in catechism/ parent classes.
- Coordinated with other groups to assure continuum of studies and events.
- Actively participate in fundraising events.
City of Bell 2007 & 2009
City Council Candidate Campaign (Nominated)
Bell Resident Club, City of Bell Civic Responsibility Society Present
Founder, Member
- Developed mission statement and principles.
- Planned meeting agendas and minutes.
- Wrote and disseminated newsletter for a membership of 800 participants.
- Participated and coordinated neighborhood clean-up events involving local household.
- Initiated award events to recognize community homes and their owners for keeping our neighborhoods beautiful.

- Planned and executed all aspects of local City Council race.
- Reported financials to Secretary of State of California office.
- Planned and executed fundraising campaign.
- Planned and executed media press releases.
- Planned community events to further the goals of the campaign.
- Publicly speak at small and large events.
- Advised local candidates in areas of voter rights and election regulations.
- Analyzed voter registrar to ensure improved voter turnout through “grass-root” campaigning.

City of Bell Police Activities League 2004-2006
Youth Soccer Coach
Family Health Care Centers of Greater Los Angeles, Bell Gardens, CA (Volunteer) 2002-2003
Board of Directors, Member
- Provide direction and consult for non-profit organization with 50 plus employees and $2.5 million in annual budget.

USA Ice Hockey, Los Angeles & Orange Counties 2000-Present
Captain, Member
Long-Term Care Ombudsman, Department of Aging, Los Angeles County 1993-1994
Seniors Advocate
- Objectively investigate complaints utilizing skills in persuasion and mediation to resolve senior citizens problems in nursing homes.

Alpha Phi Omega, National Service Coed-Fraternity Alumni Present
Member
Knights of Columbus, Cudahy/Bell Council Present
Other, but not all inclusive, Community Services:
Bell Chamber of Commerce 2007-Present
Bell Neighborhood Watch Present
Angel Tree Campaign with First Lutheran Church and School, Temple City 2002
LA Care Community Advisory Committee (Children Heath Access, SE LA County) 2006-2008
Children’s Health Access, CHAMP 2001
Susan Cohen Breast Cancer Awareness, Fundraiser 2000
National Managed Health Care Congress 1999
Association of Mexican American Educators, State of California 1995
National Multiple Sclerosis Society, Fundraiser 1994
Kaiser Health Foundation, Transfusion Notification Program, AIDS Awareness 1988
American Heart Association, CPR Training 1988
National Project Reading Literacy 1986
Student Affirmative Action, SJSU 1985
LAUSD Scholar Athlete 1983

Professional Summary of Skills & Qualifications
□ Excellent listening, communication, leadership, analytical and interpersonal skills.
□ Critical thinking skills that allow for strategy development with tactical implementation.
□ Ability to manage projects and delegate while retaining accountability, and confidence.
□ Capacity to coach and develop a team to high standards. This includes providing the appropriate level of direction, enabling others to succeed, and providing open and timely informal and formal feedback.
□ Facilitation of key functional areas within the organization to manage the sales cycle from opportunity assessment, formulating budgets, through the contract management process and subsequent implementation projects.
□ Experienced and understanding of Commercial, Medicare, Healthy Families Program and Medicaid Managed Care markets, issues, and regulations.
□ PC & Web Literate and Highly Proficient with MS Office/Word and Excel, Power Point, and Web-based applications.
□ Bilingual, bi-literate, English & Spanish, and multi-cultural.
□ Experienced public speaker and planner.
□ Knowledge and experienced with community-based organizations and by-laws development.
Robert Cano  
2604 E. 20th St. Signal Hill, CA  
Cell Phone 714-915-4690  
robertcd007@msn.com

Community Involvement:
- Lynwood Math Academy - Teacher Asst.
- Cerritos College - Financial Aid Counselor
- Cal. State University Long Beach - Outreach Counselor to Inner City School Students
- Downey Unified School District - Teacher’s Asst.

Senior Underwriter, Help Modify Now, Newport Beach, CA  2009-2010
- Supervised 10 Employees
- Modified over 200 Home Mortgages
- Implemented underwriting guidelines for HAMP as well as traditional loan modifications
- Handled 50-100 files in the pipeline monthly
- Negotiated first and second Mortgages
- Excellent Computer Skill and phone experience.
- Exceptional people skills, calling leads, following up with clients, friendly.

Senior Underwriter, Parsa Law Group, Santa Ana, CA  2007-2009
- Handled 50-100 files in the pipeline monthly
- Negotiated first and second Mortgages

Member Service Representative, SCAN Health Plan, Long Beach, CA  2006-2007
- Received all incoming service calls from health care providers, delegated administrator, SCAN members, and other entities
- Answered benefit questions and inquiries and troubleshooting potential issues
- Demonstrated excellent oral, written, and interpersonal skills in all interactions
- Maintained a positive professional image in dealings with all internal company contacts.
- Managed care information system data entry with the ability to learn additional programs as needed.
- Received award for highest quality of phone calls.

Administrative Assistant, Andrade Commercial Real Estate, Long Beach, CA  2005-2007
- Audited Mortgage loan files, Notarized loan files and loan documents
- Ordered supplies, Distributed mail, Coordinated office projects

Compliance Analyst / Underwriter, Argent Mortgage, Irvine, CA  2004-2005
- Audited and Processed loans to meet Federal, State and Local Regulations
- Reviewed and audited documents to ensure HUD guidelines were adhered to
Senior Underwriter, Argent Mortgage, Irvine, CA 2004-2005
- Audited and processed loans to meet Federal, State and Local Regulations
- Reviewed and audited documents to ensure HUD guidelines were followed

Account Analyst, Deutsche Financial Services, Irvine, CA 2000-2004
- Prepared credit line of credit reviews
- Conducted analysis of credit problems and assessed the nature of credit risk involved
- Budgeted Analysis, Forecasted Budgets, Worked with Financial Statements

Technical Skills:
- Microsoft Word, Excel, PowerPoint, Access, Spreadsheets, Type 45 wpm, MC400, Windows and Internet e-mail, Proficient in Macintosh and IBM personal computer environments

Education/Training:
California State University Long Beach, Long Beach, CA - Bachelor of Science, Business Administration, Finance
California State University, Long Beach, Long Beach, CA - Human Resources Certificate
Cerritos College, Norwalk, CA - Associate of Arts in Business Administration
OBJECTIVES
To provide instructional leadership as Charter Principal that supports educational access for all students by empowering staff with tools for high quality academic instructional programs, and for articulating school’s mission to all stakeholders and community for collaboration and support.

BACKGROUND STATEMENT OF SKILLS
- Ability to speak before large groups and express multifaceted information to novice audiences.
- Experienced workshop presenter of 10-200 people.
- Technical writer of state, district, and private-funded grants.
- Possess comprehensive knowledge of first and second language acquisition methodologies of English and Spanish language learning.
- Demonstrated interpersonal skills and ability to work with diverse populations due to high level of tolerance, sensitivity and experience working with different personality types.
- Ability to use communication patterns, facilitation skills, and discourse techniques to empower teachers and build efficacy for student development.
- Possess excellent organizational, administrative, creative thinking and problem-solving, conflict-resolving, and leadership skills with demonstrated competence in research/development for programs and projects.
- Demonstrated dedication, integrity, and sincerity.

ADMINISTRATION EXPERIENCE (5 Years)

Promise Charter School, San Diego, CA, Interim Principal K-8 – 2008
Eagles Peak Charter School (Dual Language Academy), Vista, CA 92084, Principal K-8 – 2004-2007
Rosa Parks Elementary, San Diego, CA - Vice Principal K-5 –2002-2004
- Directed and coordinated instructional leadership activities and implementation of a professional learning community.
- Facilitated data analysis and spearheaded school vision and language program change efforts.
- Developed educational programs through collaborative meetings with staff.
- Evaluated school programs to ensure compliance with charter, state, SDCS school board policies; and Ed. Code.
- Wrote, designed, and produced school safety plans, program reports, school newsletters, and instructional presentations.
- Conferred with teachers, students, and parents concerning educational and behavioral problems and developed behavior contracts that highlighted strengths and positive choices.
- Established relationships with 25 community organizations to coordinate educational and other support services.
- Directed preparation of class schedules, student records, and attendance reports.
- Scheduled work hours, resolved conflicts, and determined salaries.
- Observed teacher performance, provided timely feedback and coaching, promoted reflection of practice and development and evaluation of professional learning goals.
- Provided in service and training in highly effective research-based strategies.
- Executed daily operations of school site, monitored school budget and ensured building maintenance.
- Requisitioned and allocated instructional supplies, equipment, and material to instructional program.
- Interviewed and hired teachers and provided cognitive coaching support.
- Handled work performance interventions and other discipline concerns professionally, ethically, and according to law.
- Supervised special educational programs for students with cognitive, emotional, and physical disability needs.
- Established effective staff meeting procedures to ensure staff participation, accountability, and mutual respect.
- Supervised state testing preparation, coordinated testing schedules and procedures to provide optimum testing conditions.
Designed and implemented with San Diego State University “Families Learning Together”, an afterschool multiliteracy program.

Wrote a pre-kindergarten and family literacy grant.

Organized community and social health services for low-income families.

Wrote a Comprehensive Safety Plan and School Accountability Report Card.

Participated in the Program Quality Review.

Organized general assemblies and special events and awards ceremonies.

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**TEACHING EXPERIENCE (15 years)**

**Southwestern Community College – Chula Vista, CA (2009-Present)**
Adjunct Professor of Reading – Introduction to College Reading and College Reading (10 units)

*Chula Vista Elementary School District - Chula Vista, CA*
Teacher, Reading and Language Arts Specialist, Mentor Teacher, and BTSA Support Provider, 1990-2002


- Prepared course objectives and outline for course of studies.
- Authored and implemented grant funded programs (ELD, music, and SB 1510 technology).
- Followed curriculum guidelines and requirements of state and school.
- Planned lessons, delivered instruction (academic, social, and physical education skills), and monitored student progress.
- Reinforced rules of conduct and maintained order in the classroom and on the playground.
- Counseled pupils when adjustment and academic problems arose.
- Discussed pupils’ academic, as well as, behavioral attitudes and achievements with parents.
- Spearheaded school-wide language arts activities as Language Arts Specialist and provided literacy intervention.
- Provided training and support for new and veteran teachers as Mentor and BTSA Support Provider.
- Presented parent training classes on Pre-K early literacy development, K-6 oral language and reading comprehension.
- Conducted district-wide curriculum development workshops.
- Served on District assessment and language acquisition framework committees.
- Coordinated school site formal and informal assessments.
- Coached speech students for participation in annual District Speech Contest for 10 years.

**OTHER EDUCATION / ADMINISTRATION EXPERIENCE**

*National City Public Library - National City, CA*
Volunteer Literacy Coordinator – Project Read – 1990 (6 months) Grant-funded temporary/ part-time work.

- Coordinated literacy services for adult learners (assessed instructional needs and placed with volunteer tutor).
- Interviewed, selected, and trained volunteer tutors.
- Monitored student progress and supported tutors.

*Mexican American Opportunity Foundation - National City, CA*
Preschool Teacher – 1978 (9 months)

- Taught school readiness academics, social, and physical education skills.
- Planned lessons, delivered instruction, and monitored student progress.
- Reinforced rules of conduct and maintained order in the classroom and on the playground.
- Counseled pupils when adjustment and academic problems arose.
- Discussed pupils’ academic, as well as, behavioral attitudes and achievements with parents.

**ACCOMPLISHMENTS**

- Channel 10 Television interview for Innovative ELD program.
- Selected as “Bilingual Teacher of the Year” (2002) for Chula Vista Elementary School District.

**PROFESSIONAL WORKSHOPS AND STATE CONFERENCE PRESENTATIONS**
CABE (California Association of Bilingual Education) State Conference Presenter
  o Anchoring Learning Experiences – Brain-based Instruction
  o Metacomprension Strategies – Reading Strategies
  o The Art of Storytelling Workshop – Oral Language Development

Chula Vista Elementary School District as a Mentor Teacher and BTSA Presenter
  o K-6 Informal Language Arts Assessments
  o Cognitive Coaching
  o Mentor Teacher Training: Presentation Skills – Using Humor
  o Literature Circles
  o English Language Development Strategies
  o Vocabulary Strategies
  o Effective Staff Meeting Procedures
  o How to Implement Writier’s Workshops K-6
  o Classroom Discipline and Management

Point Loma Nazarene University as a Guest Presenter
  o Reaching New Horizons with Metacomprehension

San Diego State University as a Guest Presenter
  o English Language Development Strategies

DEVELOPMENT OF SPECIAL PROGRAMS
After School Program – Families Learning Together
Designed and implemented an after-school multi-literacy program called “Families Learning Together” in partnership with San Diego State University and Mesa College to provide a biliteracy family intervention program for students and their families using a shared language experiences in a “Fifth Dimension” model of instruction where adults served as subject matter and heritage language experts while their children served as “English experts.” The heritage languages were Spanish and Vietnamese. The learning activities were multi-sensory, interactive, and cooperative.

Technology Opens Opportunities for Learning (TOOLs) – SB 1510 State Grant Program
The program was a K-6 school-wide effort to provide a continuum of computer and writing skills. In collaboration with Navy and higher education (San Diego State University and Southwestern College), students wrote a school newspaper.

Music is Alive – 4-6th grade folk music program – CVESD District Discretionary Grant Program
Students studied history of folk music, learned folk dances, created folk instruments, composed and professionally recorded their own folk music. Students performed for school and were celebrated on television and newspaper.

Café Literario – Districtwide Bilingual Literacy Support for Chula Vista Elementary School District – Began through private grant
Wrote grant and collaborated with bilingual District Mentors to provide monthly K-6 bilingual literacy units and instructional support workshops.

PROFESSIONAL ACADEMIC EDUCATION
  o NOVA Southeastern University, FLA - Ed.D in progress, Major: Organizational Leadership, GPA 3.97
  o Point Loma Nazarene University, CA – Major: Educational Leadership: Administrative Services Credential, GPA 3.83
  o Southwestern College, CA, A.S. Major: Education / Early Childhood Education. GPA 3.70

PROFESSIONAL CREDENTIALS – Valid through 01/01/2012
  o CA Professional Clear Second Tier Administrative Services – Preschool through Adult.
  o CA Professional Clear Reading and Language Arts Specialist – Preschool through Adult.
- CA Professional Clear Multiple Subjects Teaching Credentials – Preschool through Adult.
- CA Bilingual Certificate of Competence in Spanish - Lifetime

PROFESSIONAL AND COMMUNITY SERVICE CLUB MEMBERSHIPS
- Former: Board President for School for Young Children & Chula Vista Christian Academy • CABE Chapter President, Scholarship Chair, and Advocacy Chair • Coordinator of Children’s Literacy Services (1st Baptist Church) • Rotary Club of Vista “Eagles Peak Charter”
- Lifetime: International Thespian Society (Theatre) • National Forensic League (Public Speaking) • National Chamber of Commerce (Business Networking).
- Recent: National Center for Urban School Transformation (NCUST) 2009 Conference Event Organizer and Presenter • South Bay Women’s Recovery Home, Board Director of Public Relations and Development: established community/business partnerships, organized fundraising events, and established residual income sources • Team Mexico Youth Educational Consultant.

HISTORY OF SELF-EMPLOYMENT
- 1985-1987: Discount Diamonds: Jewelry Retail (diamonds, gems, gold and silver).
- 1997-Present: Educational Consultant and Rainbow the Clown: Storytelling, Magic, Face Painting, and Balloon Sculptures.

INTERESTS
- Swimming, reading, storytelling, music, and art.

References available upon request
Hugo C. Gonzalez  
700 East 105th Street, Los Angeles, CA 90002  
(323)-605-3879  
hugo_gnzlz@yahoo.com

SKILLS and Experience PROFILE

- Software Proficiency (Word, Excel, Outlook, PowerPoint, Access, IE, Snow Leopard, Windows, and Mac).
- Managerial and Administration experience, 6 years.
- Purchasing and Customer Service Experience, 3 years.
- Bilingual (English, Spanish)
- Computer Literate in overall functions.
- Accounting, 2 years.

EMPLOYMENT HISTORY

Consultant – volunteer capacity  
Peace and Joy Care Center, Carson, CA  
12/2010
- Grant writing and researching funding streams for DV program
- Administration and Financial compliance.
- Create floor/evacuation plans for 3 locations required for grant proposal
- Quality document control check before audit

Consultant - volunteer capacity  
New Image Emergency Shelter, Long Beach, CA  
12/2009
- Assist with set-up of Christmas Store (gift giveaway for needy children).
- Assist with intake and managing duties at Emergency Shelter and other locations.
- On-call for personnel shortage and monitor sites as necessary.

Production Manager, Logistics, Shipping, Customer Service,  
Dragon Valves, Norwalk, CA  
02/2007 – 08/2009
- Keep inventory of tools and parts; reduced tool cost by 40% by cataloging and up-keeping inventory.
- Ship up to $300,000 worth of goods accomplished with a 4% margin of error.
- Managed 20 individuals, all with different personalities and solved logistic problems.
- Produce all export documents; accomplished with 100% accuracy and 0 reportable incidents.

Warehouse Foreman  
Amerimax Building Products, Buena Park, CA  
07/2006 – 02/2007
- Keep inventory of all product, customer service; facilitate customer pick with a 10 max minute wait.
- Set up entire warehouse to run a new center and correct customer order complaints.
EDUCATION and CERTIFICATIONS

High School Diploma

South Gate High School, South Gate, CA
- Golden State Economics Award, High Honors, Accounting Excellence Award 1994
- CPR, AED and First Aid Certification, 2010-11
- Domestic Violence Advocate Certification. 2011

Community Activities

Academia Moderna Charter School

Walnut Park, CA
- School Site Council: Chairman, 2 years
- English Learner’s Advisory Committee: Chairman, 2 years
# PREPA TEC, LOS ANGELES

## Safety Plan

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INTRODUCTION

Prepa Tec is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Prepa Tec’s policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits
The school executive director with the principal and office manager will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

TRAFFIC AND PEDESTRIAN SAFETY

Safe Passage To And From School
Students must be prepared for safe travel to and from school. As a significant number of pedestrian fatalities are school-age children, it is critical that children understand the dangers of street travel and how to avoid needless tragedies.

School personnel will discuss the following safety issues with students and parents, distribute and post materials, as appropriate:
- Traffic and pedestrian safety
- Bicycle Helmet Law
- Bus Safety
- Safe Routes to School
- Drop-off, pick-up, and parking procedures
- Exiting and entering a car
- Seat belt law use
Responsibility of Administrator

- Assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc.
- Confer with local Department of Transportation in establishing safe pedestrian routes to and from school and appropriate student pick-up and drop-off points
- Review, distribute and post “Back-to-School Safety Tips”
- Encourage parents to walk their children to school
- Schedule Pedestrian and Bicycle Safety assemblies. The Principal should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula
- Recruit volunteers to participate in Volunteer Crossing Guard program
- Inform students, staff and parents of designated “Safe Routes”, student drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year
- Report continuing traffic non-compliance problems to local enforcement agency

TRAFFIC PATTERNS AND DROP-OFF/PICK-UP POINTS

Appropriate protocols will be developed to minimize traffic congestion and enhance pedestrian safety around the school site upon lease of temporary school site or upon the plan development for permanent school site.

Responsibility of Administrator

- Administrator is to ensure through daily monitoring by designated staff that loading and unloading areas are “curbside” and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students
- School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school
- School personnel are to develop a student drop off and pick up plan and distribute plan to parents
- All designated drop-off/pick-up points are safe and at “curbside”
- Local Police Department is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety and minimize traffic congestion
- Proper supervision is provided at any bus loading and unloading areas

Releasing Students

Prepa Tec school employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal’s designee or Prepa Tec counsel before releasing the student.

Visitors Policy

Prepa Tec encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form will include spaces for the following information

- Name:
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out
At his/her discretion, the Administrator, the principal, office manager or designee may also request:

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child’s classroom.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Prepa Tec’s visitor policy.

The Administrator, principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor’s/outsider’s presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The Administrator, principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the Administrator, principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the Administrator, principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

Prepa Tec will inform parents annually about the school’s policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

**Fingerprinting Policy**

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a “Live Scan” machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

**Who should be fingerprinted?**

All new school site employees must be fingerprinted and cleared *before they begin work*. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Prepa Tec is notified if the person subsequently committed a felony or misdemeanor.

In addition, any volunteers who may have the occasion to be alone with an Prepa Tec pupil while not in the presence of a credentialed employee must receive fingerprint clearance *prior to volunteering on campus*.

Volunteers do not have to be fingerprinted only if they are volunteering under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with a Prepa Tec pupil. This policy also applies to parents/guardians of Prepa Tec students who volunteer at the school and may have the occasion to be alone with any pupil other than their own child.

Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with a Prepa Tec pupil. This policy also applies to parents/guardians of Prepa Tec students who volunteer at the school and may have the occasion to be alone with any pupil other than their own child.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Prepa Tec should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.
Who pays for fingerprinting?

Prepa Tec pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school’s parent group. If that entity does not have funds available, the cost will be paid by Prepa Tec.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of the Prepa Tec school campus, or otherwise may be likely to attempt to visit the school for any reason whatsoever.

Each year, in September, before school begins, all staff will be trained, as part of the Professional Development training, on issues related to Sex Offenders by our Principal and Administrator utilizing the latest training information received from Megan’s Law website and other reputable organizations, such as our local police department. Throughout the year, once a semester, we will hold additional training for staff and training for parents.

In accordance with “Megan’s Law”, the Administrator, principal or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General’s Megan’s Law website, found at http://meganslaw.ca.gov, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website. Prepa Tec and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law.

If a registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the Administrator, principal or designee. When the Administrator, principal or designee receives information that a registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the registered sex offender has received written permission for the entry onto school grounds, or is a parent or guardian of a pupil at the school. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the Administrator or principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

b) To establish a positive, cooperative working relationship to the extent possible;

c) To discuss the incident(s) leading to the registration requirement, (It is recognized that the parent/guardian is not required to discuss any criminal or personal history with representatives of Prepa Tec);

d) To explain the limitations placed upon the parent’s/guardian’s participation in school programs, activities or visits, as specified in this policy;

e) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;

f) To develop joint strategies with the parent/guardian for “normalizing” the educational experience of his/her children to the fullest extent possible; and

g) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent’s/guardian’s ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the Administrator’s, principal’s or designee’s discretion. If this meeting with the parent is not held, the Administrator, principal or designee shall notify the parent/guardian in
writing of the information contained in this policy. It is recognized that the following rights of the parent/guardian to participate in his/her child’s education:

a) To transport his/her child to and from school;
b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

a) Serve as a school or class volunteer;
b) Act as a chaperone on a school field trip;
c) Be in the presence of children for any reason other than for the parent rights stated herein; and
d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan’s Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be [maintained in a confidential file] and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

Prepa Tec will inform parents annually about the existence of this policy regarding registered sex offenders. The school shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least $500 and not more than $1000.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

Drills
It is the Administrator and Principal’s responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill**: At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building
- **Civil Defense Drill**: A Civil Defense Drill should be conducted at least twice each school year following the school’s Civil Defense Procedure
- **Earthquake Duck & Cover Drill**: This drill should be performed twice per school year
- **Major Disaster Drill**: This drill should be performed twice per school year so personnel are oriented to the school’s Major Disaster Plan
Civil Defense Procedures
Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school’s county, becomes the major Civil Defense alarm.

In addition, schools will receive warning through telephone communications from the local county office.

Alert Signals
The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the sound of the “Alert” signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms
- Children on the playground or library will return to their assigned classrooms
- Each teacher will stay in the classroom with his/her students
- Each custodian will report to the school office for instructions

At the sound of the “Take Cover” signal:

- Students will position themselves under desks or tables
- Students on the playground or out of doors will drop, face down on the ground
- Open all doors; leave windows as they are
- The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period

At the “All Clear” signal:

- Children will resume their regular class activities
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the Administrator (or designee) will declare the premises unsafe
- If an evacuation is found necessary, the executive director or principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students

Staff Responsibilities
In the event of a disaster or civil defense alert, individuals on the school site have the following responsibilities:

Administrator and Principal

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense)
- Following fire drill procedures, check the building to ensure that all students, personnel and visitors have evacuated the building
- Provide for administration of first aid and request other emergency assistance as needed
- Keep the local district office informed and, if necessary, set up a telephone communications at a nearby residence or business
- Give directions to police in search clearing procedures and take full responsibility for search
- Coordinate supervision of students and all clean-up or security efforts
Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students
- Supervise children and maintain calm and order
- Make sure you have access to the classroom copy of the students’ emergency cards

Office Manager

- Assist and take direction from the Administrator or principal
- Make sure first aid supplies are handy in case they are needed
- Carry out other duties as assigned

Custodial Engineers

- Shut off the valves for gas, water, electricity and air conditioning (if necessary)
- Open all gates and doors to assembly and exit areas

In advance of emergencies, the custodian and executive director will ensure the following emergency supplies are stored:

Student Emergency Packets (1 per student)
2 quarts of water
Solar blanket
Food for two days
Note from parents with emergency instructions

School Emergency Supplies:
First aid kits
Flashlights
Batteries
Radios
Megaphone
Walkie-talkies

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable
- Be on call for Administrators’ requests
Emergency Procedures
All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

- Administrator and principal assess the situation.
- Administrator and/or principal notify all staff members of the emergency via PA, fire alarm, and/or megaphone.
- Assigned person calls 911.
- Assigned person notifies District office.
- Administrator or assigned person meets with emergency crews.
- Assigned person(s) ensures all classrooms, hallways and restrooms are empty after escorting students to assigned location.
- Assigned person(s) ensures all classrooms, hallways and restrooms are empty after escorting students to assigned location
- Assigned person(s) ensures the multi-use spaces are empty.
- Assigned person(s) greets, organizes, and comforts students outside the building.
- Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Administrator.
- Assigned person(s) will direct students who need first aid to an assigned location.
- Administrator determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
- If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
- All classroom teachers will ensure that students are released to guardians’ care.
- In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
- In the case that media coverage is an issue, Administrator and an assigned person will control and organize press releases and media requests.

First Aid
The First Aid area should be located at an assigned place and properly stocked at all times.
The First Aid team will consist of individuals assigned by the executive director or designee.

DISASTER PLANS
Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

Fire
1. Administrator, principal, custodians and/or office manager will determine the location of the fire
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child
3. Custodian or Administrator will sound the fire alarms
4. Staff will follow emergency procedures previously described
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot

Earthquake
If indoors:
1. All drop down to the floor and duck and cover
2. Turn away from windows
3. Take cover under a desk or table or against an interior wall
4. Cover head with arms or hold to the cover and be prepared to move with it
5. Hold the position until the ground stops shaking
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building
7. Staff to follow emergency procedures previously described

If outdoors:

1. Move away from buildings, poles and overhead wires
2. Lie down or crouch low to the ground
3. Look out for dangers that demand movement
4. Be prepared to duck and cover again due to after shocks
5. Staff to follow emergency procedures previously described

Flood/Severe Weather
Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Administrator and/or the principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.
See emergency procedures previously described for evacuation directions.

Electrical Failure

1. Administrator and/or custodian notify the electrical company (phone number to be determined)
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored

Gas Line Break

1. Administrator and/or custodian notify Local Gas Company
2. Administrator and/or custodian notify the Fire Department
3. Staff to follow the emergency procedures previously described

Water Main Break

1. Administrator and/or custodian notifies the water department
2. Custodian shuts off water
3. Administrator or Principal notifies the police
4. Administrator and/or principal determine if it is necessary to follow the emergency procedures to evacuate students and staff

Water Contamination

1. Administrator and/or principal instruct teachers to move students away from any water fountains/sinks
2. Administrator notify school district office
3. Administrator has custodian turn off pressure to drinking fountains and sinks

Chemical Spill/Incident
If Indoors:

1. Custodian to block or rope off area – DO NOT TOUCH ANYTHING
2. Administrator and custodian to evacuate room and TURN OFF air conditioning system
3. Administrator to notify school district office of the incident - contact 911 if necessary
4. Custodian will check for chemical safety data to determine clean up procedure

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Administrator or principal will determine if students should be evacuated
2. Administrator and principal will move students and all staff away from buildings, poles and overhead wires
3. Custodian will close doors and windows and TURN OFF air conditioning system
4. If it is necessary to leave the site, executive director and principal will move students and staff crosswind, never more directly with or against the wind which may carry fumes
5. Administrator will get first aid
6. Staff to follow the emergency procedures previously described

Lockdown/Shooting Incident
If a shooting takes place, the first priority is to shelter students and staff. On hearing shots or an announcement from Administrator and/or Principal:

1. Teachers will close and lock all classroom doors and windows immediately
2. Teachers will take roll
3. Teachers will calmly direct students to duck under their desks
4. Administrator or Principal calls 911
5. Administrator assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office
6. Office personnel close and lock all office doors and windows immediately
7. Nobody leaves their secure sites until emergency crew members escort them to safety
8. Assigned person(s) will control and organize media
9. Assigned person(s) will ensure that counseling services are available as soon as possible

Bomb Threat
There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Administrator immediately
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns)

If there is a citing of a suspicious object, the person would:

1. Notify Administrator immediately
2. Do not touch the object but note any identifying features to describe it to the Administrator and emergency crews

In all cases:
1. If Administrator determines to evacuate, staff follows emergency procedures previously described
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated
3. If you see any suspicious object, steer clear of it and report it to the Administrator and the emergency crew chief. Follow all emergency crew and bomb squad directives
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s)
Exploding
If indoors:
1. All drop down to the floor and duck and cover
2. Turn away from the windows
3. Take cover under a desk or table or against an interior wall
4. Cover head with arms of hold to the cover
5. Hold the position until directed to the building
6. Staff to follow the emergency procedures previously described

If outdoors:
1. Move away from buildings, poles and overhead wires
2. Lie down or crouch low to the ground
3. Look out for dangers that demand movement
4. Staff to follow emergency procedures previously described

Death/Suicide
1. Administrator and/or Principal will be notified in the event of a death or suicide on campus
2. Assigned person(s) will phone 911
3. Assigned person(s) will phone District headquarters
4. Administrator and/or Principal will notify teachers to keep students in their classrooms until informed otherwise
5. Administrator and/or assigned person(s) will control and organize media
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details
7. Principal and/or assigned person(s) will ensure that counseling services are available as soon as possible

Suicide Prevention
Assisting students who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for students.

1. The Principal shall respond to reported incidents of students expressing suicidal wishes or engaging in suicidal behaviors
2. A preliminary assessment and referrals, as appropriate, will be completed by the Principal, including a review of risk factors
3. Principal will inform parents must be informed of the student’s actions or expressions of intent

Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency)
2. Administration should initiate a code to alert staff of a potential suspicious intruder
3. Keep the students in the classroom until the threat is cleared
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent
5. Notify office of who is with you, if possible
6. All students outside of the building are to be quietly and cautiously led into the building
7. Wait for further instructions from administration and/or police/animal agency

SCHOOL UNIFORMS

Students at Prepa Tec will wear uniforms, beginning in the 2012-13 school year. Prepa Tec is committed to create a culture of academic rigor. A uniform dress code encourages this atmosphere. Implementation of this policy will reduce distractions and disruptions caused by clothing, make economic disparities between students less obvious,
minimize the use of clothing to signal gang affiliation and other risks to student safety, and promote student achievement and create an orderly learning environment.

- **Uniform selection**: The specific uniform (i.e. colors and other specifications) will be determined by the school board in consultation with parents and administration
- **Support for needy families**: Prepa Tec will designate philanthropy or general funds to support families who may need assistance in meeting the uniform requirements
- **Exceptions**: Because Prepa Tec is a school of choice, there will be NO exemptions for students

**STUDENT DISCIPLINE**

Prepa Tec believes that one of the major functions of education is the preparation of youth for responsible citizenship. Prepa Tec will foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, Prepa Tec shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

The following policies and procedures are designed to guide Prepa Tec and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in the Prepa Tec charter petition, the policies and procedures for suspension and expulsion of Prepa Tec students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical, mental disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

**Discipline in General**

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

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

A student may be suspended or expelled for any of the acts enumerated in 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.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

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

Prepa Tec Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Prepa Tec’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements.

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

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

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

Prepa Tec will comply with the mandates of IDEIA. The Gun-Free Schools Act must consider the mandates of the IDEIA. A student identified as an individual with disabilities or for whom Prepa Tec has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Prepa Tec will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Prepa Tec has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Prepa Tec recognizes the necessity and importance of the manifestation determination or, in cases of 504 accommodations, the link determination. Prepa Tec shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

Grounds for Suspension and Expulsion

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq.:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or
an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant

- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4
- Made terrorist threats against school officials, school property or both. Section 48900.7

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program

Students shall be immediately suspended and recommended for expulsion for any of the following reasons, as specified in Education Code Section 48915(c): another reason for the et seq.

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

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

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

B. Alternatives

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

C. Appeal Process

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

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

  This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

- **Notice to Parents/Guardians**
  At the time of the suspension, 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.

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

- **Suspension Appeal Process**

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

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

- Based on the information submitted or requested, Prepa Tec’s Administrator may make one of the following decisions regarding the suspension.
  - Uphold the suspension
  - Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings.

- Prepa Tec’s Administrator will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the school Principal.

**Authority to Expel**

A student may be expelled either by the Prepa Tec Board following a hearing before it or by Prepa Tec Board upon the recommendation of an Administrative Panel to be assigned by Prepa Tec Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion 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 Prepa Tec Administrator/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 Prepa Tec 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:

- 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 Prepa Tec disciplinary rules which relate to the alleged violation
- 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
- 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
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

**Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses**
Prepa Tec may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by Prepa Tec or 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. Prepa Tec must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room
4. The person 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, Prepa Tec must present evidence that the witness' presence is both desired by the witness and will be helpful to Prepa Tec. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

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 Prepa Tec Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom Prepa Tec 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 Prepa Tec Administrative Panel shall be in the form of written findings of fact and a written recommendation to Prepa Tec Board who will make a final determination regarding the expulsion. The final decision by Prepa Tec Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of Prepa Tec Board is final.

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

**Written Notice**

Prepa Tec Administrator/Principal or designee following a decision of Prepa Tec 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 Prepa Tec

Prepa Tec Administrator/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, Prepa Tec shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

**Disciplinary Records**

The 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 Prepa Tec Administrator, 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.

**D. Process for Rehabilitation, Readmission, Interim Placement**

**Expelled Pupils/Alternative Education**

In the event of a decision to expel a student from Prepa Tec, the 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 Prepa Tec Board of Directors for review. Prepa Tec Board of Directors will determine if enrollment will be granted.

**Expulsion Appeal Process**

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 Prepa Tec Board of Directors will hear the appeal, and its decision will be final.

**Rehabilitation Plans**
Students who are expelled from Prepa Tec shall be given a rehabilitation plan upon expulsion as developed by Prepa Tec 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to The Prepa Tec for readmission. Expulsions shall not exceed one year in length.

**Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Prepa Tec Board following a meeting with Prepa Tec Administrator/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Prepa Tec Administrator/Principal shall make a recommendation to Prepa Tec Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

**Suspension – Expulsion of Students with Exceptional Needs**

While special education students are subject to suspension on the same grounds as general education students, special education students may be suspended for up to, but not more than 10 consecutive school days if he/she poses an immediate threat to the safety of himself or herself or others.

- Suspension will be imposed only when other means of correction fail to bring about proper conduct
- This will be done through a positive behavior intervention plan developed by the IEP team

**Expulsion**

In the event that a special education student commits one of the acts enumerated in the “Grounds for Mandatory Expulsion,” she or he is subject to expulsion only if an IEP Review team makes two determinations:

1. Was the student’s misconduct caused by or directly and substantially related to the child’s disability?

2. Was the misconduct a direct result of the District’s failure to implement the IEP or 504 plan?

If it is determined that the student’s misconduct was caused by or directly and substantially related to the child’s disability and that the misconduct was a direct result of the District’s failure to implement the IEP or 504 plan, the student may be expelled.

Prepa Tec recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, state, and District policies addressing the appropriate treatment special education students. Prepa Tec will adhere to all laws and/or consent decrees affecting individuals with exceptional needs, including all provisions of Special Education Modified Consent Decree, PL 94-142, the Individual with Disabilities Education Improved Act (IDEIA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. The IEP team and the principal or designated administrator will be responsible for managing continued violations of school policies.

A manifestation determination will be deemed necessary when a change of placement occurs, such that a special education student is removed for more than ten consecutive days or is subjected to a series of removals that appear as a pattern because they accumulate to more than ten school days in a school year. Consideration in this decision will be given to such factors as the length of each removal, the total amount of time the student is removed and the proximity of the removals to each other.

**ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY**

Prepa Tec is committed to providing a cooperative and comfortable work and education environment free of discrimination and harassment of any kind. Accordingly, Prepa Tec forbids discrimination against any employee, applicant for employment, or student, on the basis of sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability. Prepa Tec will not tolerate discrimination or harassment activity by any of its employees, non-employee volunteers, or any other person subject to the control of school authorities.
Furthermore, all programs and activities at Prepa Tec shall be free from discrimination and harassment with respect to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability.

This policy is intended to be consistent with, and intended to be, enforced in conformity with the California Fair Employment and Housing Act and Title VII of the Civil Rights Act of 1964, which prohibits harassment in the workplace, as well as multiple sections of the Education Code.

**Students**

All students shall have equal opportunities in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other any school activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards should be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in Prepa Tec. Staff shall be alert and immediately respond to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Prepa Tec’s “Discrimination/Harassment Student/Parent Complaint Procedure.” Upon receipt of a harassment complaint the Administrator or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Prepa Tec’s “Discrimination/Harassment Student/Parent Complaint Procedure.”

Prepa Tec’s “Anti-Discrimination and Anti-Harassment Policy” and the “Discrimination/Harassment Student/Parent Complaint Procedure” will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be mailed to parents/guardians.

**Employees – Sexual Harassment**

Prepa Tec forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. Prepa Tec will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other person subject to the control of school authorities.

**A. Definitions**

1. Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.

   a. Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
   b. An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
(c) Prepa Tec prohibits any conduct of a sexual nature directed toward students by teachers or others
to whom this policy applies, and shall presume that any such conduct is unwelcome.

**B. Sexual Harassment Prohibited**

(1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other
unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:
   (a) Submission to the conduct is made either an explicit or implicit condition of employment (as an
       illustration, and not as a limitation, where a person’s continued employment is conditioned upon
       or impacted by prohibited sexual-based factors);
   (b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting
       the harassed employee; and
   (c) The conduct substantially interferes with an employee's or student’s performance, or creates an
       intimidating, hostile, or offensive work or school environment, regardless of whether the
       employee’s continued employment or compensation is affected.

(2) Specific Prohibitions--Administrators and Supervisors.
   (a) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual
       favors or attention from subordinates when the subordinate's failure to submit will result in
       adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
   (b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by
       other employees shall be subject to sanctions, as described below.

(3) Specific Prohibitions--Non-managerial and Non-supervisory Employees: It is sexual harassment for a non-
administrative and non-supervisory employee to subject another such employee to any unwelcome conduct
of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

(4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student
   to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

**C. Reporting, Investigation, and Sanctions**

(1) It is the express policy of Prepa Tec to encourage victims of sexual harassment to report such claims. Prepa
Tec understands that victims of harassment are often embarrassed and reluctant to report acts of harassment
for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual
matters openly with others. However, no employee of Prepa Tec should have to endure harassing conduct,
and therefore the School encourages everyone to promptly report any incidents of harassment so that
corrective action can be taken.
   (a) Employees who feel that their superiors are conditioning promotions, increases in wages,
       continuation of employment, or other terms or conditions of employment upon agreement to
       unwelcome conduct of a sexual nature, are encouraged to report these conditions to the
       appropriate administrator. If the employee's direct administrator or supervisor is the offending
       person, the report shall be made to the next higher level of authority.
   (b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or
       fellow employees if such conduct interferes with the individual's work performance, or creates a
       hostile or offensive working environment.
   (c) Students are urged to report any conduct of a sexual nature by school employees or others to whom
       this policy applies to a school counselor or administrator.

(2) Every reported complaint of harassment will be investigated promptly and thoroughly by Prepa Tec.
Typically the investigation will include interviewing the complainant, anyone who may have knowledge of
the alleged harassment, and the alleged harasser. Once the investigation is completed, Prepa Tec will notify
the complainant of the results of the investigation. Prepa Tec will make every effort to handle the
investigation in as confidential a manner as possible consistent with a thorough, fair and proper
investigation. Prepa Tec will not tolerate reprisals or retaliation against anyone as a result of the good-faith
reporting of charges of sexual harassment.
(3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.

(4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

**D. Filing Complaints with State and Federal Agencies**

In addition to notifying Prepa Tec of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Prepa Tec’s employment law poster or by checking the state government listings in the local telephone directory.

**Employees – All Other Kinds of Discrimination or Harassment**

Prohibited harassment on the basis of race, ethnic group, color, national origin, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

**Complaint Procedure**

Prepa Tec’s complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment. A claim of harassment may exist even if the employee has not lost a job or some economic benefit.

Employees who believe they have been harassed on the job, or who become aware of the harassment of others are encouraged to inform the offender that this behavior is unwelcome. They should also immediately provide a written or verbal complaint to your supervisor, manager, Human Resources, or any other member of management as soon as possible. The complaint should be as detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

All incidents of prohibited harassment that are reported will be investigated. Prepa Tec will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s).

If Prepa Tec determines that prohibited harassment or other conduct that violates an school policy has occurred, the organization will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited conduct is substantiated, appropriate disciplinary action, up to and including immediate termination, will be taken. Whatever action is taken against the
wrongdoer will be communicated to the employee who complained. Applicable law prohibits retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

**Liability for Harassment**

Any employee of Prepa Tec, whether an employee, supervisor, or manager who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate discharge from employment. Any employee who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. Prepa Tec does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one’s duties. Accordingly, to the extent permitted by law, Prepa Tec reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

**PREVENTION OF CHILD ABUSE POLICY**

Prepa Tec is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

**Reporting Suspected Abuse/Neglect**

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children’s Protective Services, Prepa Tec’s child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of Prepa Tec must sign a “Child Abuse Reporting” form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

**Reporting Problems at the School Site**

Academia Moderna maintains zero tolerance for abuse. Every member of the Prepa Tec community must participate actively in the protection of its students.

All personnel will monitor the school buildings and grounds:
- All unused rooms, storage areas, and closet doors should be kept locked at all times
- All unused buildings and areas must be designated, posted and enforced as off-limits to children
- All students are required to remain in areas that are easily viewed by employees
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby

In the event that any current or future Prepa Tec employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on school premises, he or she is required to immediately report their observations to the Administrator or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:
- Policy violations
- Neglectful supervision
- “Private time” with students
- Taking students off premises without adhering to procedures
- Buying unusual gifts for children and youth
- Swearing or making suggestive comments to students
- Any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer

All reports of suspicious or inappropriate behavior with students will be taken seriously. The Administrator or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.
Prepa Tec will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

EMPLOYEE CONDUCT WITH STUDENTS

All Prepa Tec employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students. In general, all school employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

Alcohol, Tobacco, and Controlled Substances
All Prepa Tec employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

Transportation of Students
Prepa Tec employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

a) Employees shall not transport students without the written permission of his or her parent or guardian
b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian
c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made
d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles
e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements
f) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and

any additional guidelines.

Language
Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of Prepa Tec’s health education or advisory curriculum. Employees are not permitted to discuss their own sexual activities with students.

Gifts
Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or school accomplishment or special event.

Attire
Employees must be appropriately and professionally dressed in presence of students. The staff may choose to adopt its own dress code for employees and employees will be expected to follow that code.

Behavior
One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.
Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc) on school grounds or in the presence of students.

**Physical contact with students**

Some forms of physical contact between adults and children are appropriate and other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students include, but are not limited to:

- Handshakes
- “High Fives” or hand slapping
- Briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation
- Brief sideways hugs
- Holding hands while walking with small children

Inappropriate physical contact between employees and students include, but are not limited to:

- Full body hugs or lengthy embraces
- Kisses
- Holding small children on the lap
- Touching bottoms, chests, knees, legs, and/or genital areas
- Showing affection in isolated or private areas
- Sleeping with a student
- Wrestling with students
- Tickling students
- Piggyback rides
- Any type of massage
- Any form of unwanted affection
- Any compliments that relate to physique or body development

All Prepa Tec employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students.

Other prohibitions include, but are not limited to,

- Isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes)
- Withholding food or water
- Degrading punishment
- Work assignments unrelated to a natural or logical consequence
- Excessive exercise
- Withholding access to contact with parents or guardians
- Withholding or using medications for punishment
- Mechanical restraint such as rope or tape to restrict movement
- Any type of physical restraint
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Welcome to Prepa Tec, Los Angeles!
As an employee of Prepa Tec (the “School”), you are an important member of a team effort. We hope that you will find your position with the School rewarding, challenging, and productive.

Because our student’s success depends on the dedication of our employees, we are highly selective in choosing new members of our team. We look to you and the other employees to contribute to the success of the School.

This employee handbook is intended to explain the terms and conditions of employment of all full- and part-time employees. This handbook summarizes the policies and practices in effect at the time of publication. This handbook supersedes all previously issued handbooks and any policy or benefit statements or memoranda that are inconsistent with the policies described here. Your direct supervisor will be happy to answer any questions you may have.

Vision
Prepa Tec’s vision is to create a center for higher learning in Southeast Los Angeles where students learn to exceed expectations, to be self-aware and aware of others, to be responsible, inquisitive, prepared, passionate, inspired, engaged, independent, and love to have fun. Prepa Tec will apply the International Baccalaureate Middle Years Program tools and processes to be a school where partnerships for continuous improvement between teachers, parents, community and students are authentic and seek to prepare each student from Kindergarten to fifth grade for the challenges of the 21st century. Prepa Tec will be a model school of life-long learning through the International Baccalaureate Middle Years Program (IBMYP) in the United States. We will create a dynamic environment where all staff cultivate, model, nurture, and promote our organizational values of real-world learning and application, servant leadership, inclusiveness, discovery, continuous improvement and accountability.

Mission
Prepa Tec’s mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century. We will fulfill our mission with: 1. High Academic Achievement 2. Standards-based Instruction 3. Positive Student Character Development 4. Community Participation

Handbook Purpose
This Employee Handbook is presented as a matter of information and has been prepared to inform you about the School’s philosophy, employment practices, policies, the benefits provided to you as a valued employee, as well as the conduct expected from you. While this handbook is not intended to be a book of rules and regulations, it does include some important guidelines about which you should know. Except for the at-will employment provisions, the Handbook can be amended at any time.

This Employee Handbook will not answer every question you may have, nor would we want to restrict the normal question and answer interchange among us.

Employment
At-Will Employment Status
School personnel are employed on an at-will basis. You are not hired for any definite or specified period of time even though your wages are paid regularly. As an at-will employee, you may be terminated with or without cause and with or without advance notice at any time by a supervisor or Administrator. The Handbook, the plans, policies, and procedures described herein and the language used herein, are not intended to create, or is it to be construed to constitute, a contract between the School and any or all of its employees. School policy requires all employees to be hired at-will and this policy cannot be changed except by a written document signed by you and the Administrator of the School.

Equal Opportunity Employer
Prepa Tec (the “School”), is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available person in every job. School prohibits unlawful discrimination based on race, color, creed, gender, religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, sexual orientation, or any other consideration made unlawful by federal, state, or local laws.

It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. All such discrimination is unlawful. The School is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in School operations and prohibits unlawful discrimination by any employee of the School, including supervisors and coworkers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

If you believe you have been subjected to any form of unlawful discrimination, submit a written complaint to your supervisor or the individual with day-to-day personnel responsibilities. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact Xavier Reyes, Administrator. The School will immediately undertake an effective, thorough, and objective investigation and attempt to resolve the situation.

If the School determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. The School will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management employees or your coworkers.

Background Checks
Prepa Tec conducts reference and background checks on all new employees. A comprehensive background check may consist of prior employment verification, professional reference checks, and education confirmation. Depending on the position, the school may also perform a credit check. When appropriate or specifically requested, a criminal record check (including driving record) may
be performed. Employees who have falsified information on their employment applications will be disciplined, which could include termination. Applicants who have provided false information may be eliminated from further consideration for employment.

**Anniversary Date**
An employee’s anniversary date is used in determining eligibility for wage adjustments, performance appraisals and benefits, which are related to length of service or seniority. An employee’s first anniversary date is one year after the initial date of hire or rehire. An employee’s anniversary date will not change during the first thirty days of a leave of absence other than a medical or military leave. However, if any leave taken other than a medical or military leave extends beyond thirty days, a new anniversary date will be established upon return to work.

**Immigration Law Compliance**
All offers of employment are contingent on verification of the candidate’s right to work in the United States. On or before the first day of work, every new employee will be asked to provide original documents verifying his or her right to work and, as required by federal law, to sign Federal Form I-9 (Employment Eligibility Verification Form).

**Trial service**
Your first ninety (90) days of employment at the School are considered in trial service. This trial service period will be a time for getting to know your fellow employees, your supervisor and the tasks involved in your job position, as well as becoming familiar with the School’s services. Your supervisor will work closely with you to help you understand the needs and processes of your job.

This trial service period is a try-out time for both you, as an employee, and the School, as an employer. During this time, the School will evaluate your suitability for employment, and you can evaluate the School as well. If, during this period, your work habits, attitude, attendance, performance, or other relevant factors do not measure up to our standards, we may release you.

At the end of the trial service period, your supervisor will discuss your job performance with you. During the course of the discussion, you are encouraged to give your comments and ideas as well.

Please understand that completion of the trial service period does not guarantee continued employment for any specified period of time, nor does it require that an employee be discharged only for cause. Please also understand that completion of the trial service period does not imply that you now have a contract of employment with the School, other than at-will. A former employee who has been rehired after a separation from the School of more than one year is considered a trial service employee during their first 90 days following rehire.

**Employment Classifications**
The School has established the following Employee Classifications for compensation and benefit purposes only. Management will inform you of your classification, status, and responsibilities at the time of hire, rehire, promotion, or at any time a change in status occurs.
Employees at School are either full-time or part-time. The School may on occasion hire temporary or seasonal employees, who will not generally be eligible for benefits. These classifications do not alter your at-will employment status.
• Regular Full-Time Employee: An employee who is scheduled to work no less than 100% of the scheduled work hours in a work week on a fixed work schedule (40 hours per week). The employee may be exempt or non-exempt and is eligible for paid time off, all holiday pay and employment benefits offered by the School.

• Regular Part-Time Employee: An employee who is scheduled to work at least 25 or more hours, but less than 40 hours in a workweek. Regular Part Time employees that work at least 25 hours per week are eligible for paid time off and holiday pay on a pro-rated basis. They are ineligible for any other benefits.

• Temporary Full-Time Employee: An employee who works at 40 hours per week for eleven months or less, not including summer, employee is a temporary full-time employee. The employee may be exempt or non-exempt and is eligible for paid time off, all holiday pay and employment benefits offered by the School.

• Temporary Part-Time Employee: An employee who works at 25 or more hours, but less than 40 hours in a workweek for eleven months or less, not including summer are eligible for paid time off and holiday pay on a pro-rated basis. They are ineligible for any other benefits.

Exempt vs. Non-Exempt Employee

• Exempt: Employees whose positions meet specific tests established by the Fair Labor Standards Act (FLSA) and applicable California State law and who are exempt from overtime pay or compensatory time off requirements. The basic premise of exempt status is that the exempt employee is to work the hours required to meet his/her work responsibilities.

• Non-exempt: Employees whose positions do not meet FLSA and California state exemption tests and who are paid a multiple of their regular rate of pay for overtime hours worked. Unless notified otherwise in writing by Management, all employees of the School are non-exempt.

• Independent Contractors: The School may employ individuals or business entities on an independent contractor basis. If so hired, the individual or business entity will be required to enter into a written contract with the School. The independent contractor is separately responsible for taxes, disability insurance, workers' compensation and general liability insurance.

Your supervisor will verify whether you are a full-time or part-time employee, and also whether you are exempt or non-exempt.

Personnel Records
The School will maintain various employment files while you remain an employee of the School. Examples of these files are: Your personnel file, your attendance file, your I-9 file and files for medical purposes. Personnel records of School must be accurate at all times. In order to avoid issues or compromising your benefit eligibility or having W2's returned, School expects that employees will promptly notify appropriate personnel representative of any change in name, home address, telephone number, marital status, number of dependents, military service status, beneficiaries or person to notify in case of an accident. or any other pertinent information which may
change. Misrepresentation of any fact which you have provided information for on your application, in your personnel file, or any other document is sufficient reason for dismissal.

Your files have restricted access. In the event that you wish to review your personnel file, you must do so in the presence of management or designee. You may review your personnel file by making a written request to management. The written request will become a permanent part of your file. Access to personnel records does not apply to letters of reference, records obtained prior to employee's employment, or records relating to the investigation of a possible offense.

**Employee References**
The School makes strict provision regarding information provided to people outside the School for current and former employees. This information is restricted to the employment dates and positions held in the School for that person. This is done to protect the School and its employees. This information will only be released by authorized management.

**Physical Examinations**
Prior to employment, a candidate is required by state law to present the Administrator or designee with a certificate showing proof of test within the last sixty days and found to be free of communicable tuberculosis. All designated employees must present to the Administrator or designee a new certificate every four years. This requirement is waived if employed less than a school year and if in the performance of duties there is infrequent contact with students.

**Job Postings**
When job openings occur, the School will, at its discretion, post those openings in order to provide School employees the opportunity to submit their applications.

**Transfers**
Management reserves its right to place the employee where and in whatever jobs it deems necessary. All job transfers, job changes, reassignments, promotions or lateral transfers are at the discretion of the School.

**Employment of Relatives**
The School does not have a general prohibition against hiring relatives. However, a few restrictions have been established to help prevent problems of safety, security, supervision and morale.

While we will accept and consider applications for employment from relatives, close family members such as parents, grandparents, children, spouses, brothers and sisters, or in-laws, generally may not be hired into positions where they have access to sensitive information regarding a close family member, or if there is an actual or apparent conflict of interest.

**Seniority**
Seniority is your length of continuous service commencing on the date of hire at the School. Should you leave the School’s employ and subsequently be rehired, seniority will begin as a new employee on the date of rehire. Seniority does not accrue during leaves of absence without pay or leaves of absence that exceed thirty (30) calendar days.

**Conduct and Behavior**
General Guidelines

Orderly and efficient operation of the School requires that employees maintain proper standards of conduct and observe certain procedures. These guidelines are provided for informational purposes only and are not intended to be all-inclusive. Nothing herein is intended or shall be construed to change or replace, in any manner, the "at-will" employment relationship between the School and you. The School views the following as inappropriate behavior:

1. Negligence, carelessness or inconsiderate treatment of School clients and / or their matters / files.
2. Theft, misappropriation, or unauthorized possession or use of property, documents, records or funds belonging to the School, or any client or employee; removal of same from School premises without authorization.
3. Divulging confidential information, of any kind, to any unauthorized person(s) or without an official need to know.
4. Obtaining unauthorized confidential information pertaining to clients or employees.
5. Changing or falsifying client records, School records, personnel or pay records, including time sheets without authorization.
6. Willfully or carelessly damaging, defacing or mishandling property of a client, the School or other employees.
7. Taking or giving bribes of any nature, or anything of value, as an inducement to obtain special treatment, to provide confidential information or to obtain a position. Acceptance of any gratuities or gifts must be reported to Management.
8. Entering School premises without authorization.
9. Willfully or carelessly violating security, safety, or fire prevention equipment or regulations.
10. Unauthorized use of a personal vehicle for School business.
11. Rude, discourteous, or unbusiness-like behavior; creating a disturbance on School premises or creating discord with clients or fellow employees; use of abusive language.
12. Insubordination or refusing to follow instructions of the immediate supervisor or management; refusal or unwillingness to accept a job assignment or to perform job requirements.
13. Failure to observe scheduled work hours, failure to contact supervisor in the event of illness or any absence within thirty (30) minutes of the scheduled start of work; failure to report to work when scheduled; unauthorized or excessive use of sick leave or any other leave of absence.
14. Leaving the office during scheduled work hours without permission; unauthorized absence from assigned work area during regularly scheduled work hours.
15. Sleeping or loitering during regular working hours.
16. Recording time for another employee or having time recorded to or by another employee.
17. Use or possession of intoxicating beverages or illegal use or possession of narcotics or drugs, on School premises during working hours or reporting to work under the influence of intoxicants or drugs so as to interfere with job performance.
18. Unauthorized possession of a weapon on School premises.
19. Gambling on School premises.
20. Soliciting, collecting money, vending, and posting or distributing bills or pamphlets on School property.
21. Falsification of one's employment application, medical or employment history.
22. Unlawful or unbusiness-like conduct, on or off School premises, which adversely affects the School services, property, reputation or goodwill in the community, or interferes with work
These activities are closely controlled in order to prevent disruption of School services and to avoid unauthorized implication of School sponsorship or approval. However, this general rule is not intended to hinder or in any way curtail the rights of free speech or free expression of ideas. Therefore, such activity by employees during non-working time, including meal and rest periods, is not restricted so long as such activity does not interfere with the orderly and regular conduct of the School business, is lawful, in good taste, conducted in an orderly manner, and does not create safety hazards or violate general good housekeeping practices. Any person who is not an employee of the School is prohibited from any and all forms of solicitation, collecting money, vending, and posting or distributing bills or pamphlets on School property at all times.

**Anti-Harassment**

The School affirms its commitment to provide a work environment free from intimidation and harassment. Abuse of the dignity of anyone through ethnic, racist or sexist slurs or through other derogatory or objectionable conduct is offensive employee behavior. If you harass another employee of the School or applicant to the School because of race, religion, creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, or any other protected classification, in accordance with applicable federal, state, and local laws, you will be subject to disciplinary action, including termination. Likewise, if you feel you have been the object of harassment or intimidation based upon the aforementioned, you are to advise your supervisor, follow the normal open-door policy or, in the event of sexual harassment, institute the procedure indicated below.

Sexual harassment is a form of sex discrimination, which includes gender-based harassment of a person of the same sex as the harasser. It is the express policy of the School that sexual harassment of employees or applicants, by you or agents of the School, is unacceptable and will not be tolerated. Unwelcome or unwanted sexual advances, requests for favors or other visual, verbal or physical conduct will be deemed sexual harassment when:

1. Submission to such conduct is explicitly or implicitly a condition of employment;
2. Submission to or rejection of such conduct is used as the basis of employment decisions; and
3. Such behavior has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Whether a particular action or incident is a purely personal, social relationship without a discriminatory employment effect requires a factual determination. The School further recognizes that allegations of this type of discrimination may have serious effects on innocent women and men. Therefore, the School has devised two procedures to process a sexual harassment complaint. First, the normal complaint procedure as set forth herein may be utilized.

Second, if the employee desires confidentiality, the following procedure may be requested:

1. Any employee who believes he or she has been the subject of sexual harassment should report the alleged act(s) promptly (within two working days) to a member of management or designee, giving details as related to the complaint.
2. Management or designee, upon receipt of the complaint, shall take immediate and appropriate steps to investigate the complaint. Confidentiality is mandatory to the maximum extent possible.
3. Following the investigation of the complaint, management or designee shall weigh the facts and determine the validity of the charge. If the complaint is determined to be valid, the offender(s) shall face immediate and appropriate disciplinary action based upon the severity of the charge. This may include written warning and / or suspension, and / or discharge. If the offender is a supervisor he / she may be demoted. If the complaint is found invalid, the complaining party may request Step 2 of the normal complaint procedure.

Complaint Procedure
The School subscribes to the open door policy. You may bring a particular complaint to your supervisor for resolution. When matters cannot be handled on an informal basis, the School has established a formal procedure for a fair review of any work related controversy, dispute or misunderstanding. A complaint may be brought by one or more employees concerning any work-related problem where the complaint has not been satisfactorily resolved in an informal manner.

Step 1 - The complaint must be submitted in writing to management or designee within three (3) working days of the incident. A written request for a meeting must be submitted simultaneously. Generally, a meeting will be held within three (3) working days of the employee's request depending upon scheduling availability. Witnesses will be allowed as necessary. If the problem is not resolved during this meeting management or designee will give the employee a written resolution within three (3) working days. If the employee is not satisfied, the employee may proceed to Step 2.

Step 2 - If the employee is not satisfied after Step 1, the employee may submit a written request for review of the complaint and Step 2 solution to the Administrator or his designee. Such a request must be made within three (3) working days following the receipt of the Step 1 resolution. The Administrator or appointed representative will review the complaint and proposed solution and may call a further meeting to explore the problem. This meeting is to be attended by the employee concerned, the employee's immediate supervisor, and any other employee of the School whom the aggrieved employee chooses. The Administrator or appointed representative will render the final decision within ten (10) working days after receiving the Step 2 request, assuming scheduling availability. The decision will be given to the employee in writing and will become part of the employee's personnel file.

Corrective Action
A high level of job performance is expected of you. In the event that your job performance does not meet the standards established for your position, you should seek assistance from your supervisor to attain an acceptable level of performance. If you fail to respond to or fail to make positive efforts toward improvement, corrective action may ensue, up to and including termination of employment.

It is the policy of the School to regard discipline as an instrument for developing total job performance rather than as punishment. Corrective action is one tool the School may select to enhance job performance. The School is not required to take any disciplinary action before making an adverse employment decision. Corrective action may be in the form of a written or oral reprimand, notice(s) of inadequate job performance, suspension, termination or in any combination of the above, if the School so elects. The School reserves the right to discipline at its sole discretion.

If you violate established School procedures, guidelines, or exhibit behavior that violates commonly accepted standards of honesty and integrity or creates an appearance of impropriety, the School may elect to administer disciplinary action.
Compensation
Regular classified employee will be paid on the beginning “step” of an established salary range, and will advance in steps until the maximum rate in your range is reached. Limited-term employees will be paid at the beginning step of the salary range of the class to which they are assigned. Certificated employees will be paid according to their contract and will receive salary increases based on performance evaluation and market conditions.

Pay Periods & Pay Day
The standard workweek for the School will begin at 12:01 a.m. Sunday and end at midnight the following Saturday.

The designated pay period for all employees is semi-monthly. Generally, the first pay period extends from the first day of the month through the fifteenth day of the month. The second pay period of the month extends from the sixteenth of the month through the end of the month.

Paychecks are distributed on the 15th day of the month, for the first pay period and on the last day of the month, for the second pay period. Except as otherwise provided, if any date of paycheck distribution falls on a Saturday, Sunday or holiday, you shall be paid on the preceding scheduled workday. All employees are strongly encouraged to have payments deposited automatically to a bank account through an Automatic Payroll Delivery.

Pay Adjustments
All pay increases are based upon performance evaluation and market conditions. There may not be an automatic annual cost of living or salary adjustment to reflect current economic conditions.

Your pay also may be adjusted downward. Salary decreases may take place when there is: job restructuring, job duty changes, job transfers, or adverse business economic conditions.

Overtime
The School complies with all applicable federal and state laws with regard to payment of overtime work.

Employees are required to work overtime when assigned. Additionally, any overtime you work must be authorized, in advance by management. Working unauthorized overtime or refusal or unavailability to work overtime is not acceptable work performance, and you may be subject to discipline up to and including termination.

Wage Garnishment
In the event Prepa Tec is served notice of a lawful garnishment of an employee’s earnings they will be notified immediately as required by California law. Due to the expense and inconvenience to all concerned, if an employee is repeatedly or habitually subjected to attachments the employee will be in danger of termination.

Performance Evaluation
You will receive an **Evaluation** of your job performance upon the completion of half year and one year of employment (on or within one month of your anniversary date) and annually thereafter. This evaluation may be either written or oral. Such evaluation may not occur exactly on the anniversary date, but thereabout, at the discretion of management. Every employee will be given job objectives which detail the requirements and expectations of the position for which the employee was hired. School will measure your job performance against these objectives. The reporting supervisor review and discuss the objectives with the employee and the employee will sign a statement indicating understanding of these objectives. Your signature does not necessarily indicate that you agree with all the comments, but merely that you have had the opportunity to examine the evaluation and fully discuss the contents of it with your supervisor. The completed and signed evaluation form will be placed in your personnel file. You will receive a copy of the performance evaluation.

Because pay increases are based on merit, the performance evaluation is an important element in the merit review. In addition to the formal annual review, informal counseling sessions may be conducted from time to time. All performance reviews are based on merit, achievement, job description fulfillment and performance at your position.
Promotions
The School is most interested in providing maximum opportunity for your advancement within the School if advancement opportunities are available. Accordingly, present employees of the School may be considered for promotions and may be preferred for promotion before any new employees are hired to fill vacancies that may arise. Of course the School retains sole discretion to determine the factors to be applied in any promotion decision, and the relative weight of the factors.

Demotion
Demotion is a reduction in responsibility usually accompanied by a reduction in salary. If and when a demotion occurs, you may maintain your seniority with the School.

Work Assignments
In addition to specific duties that may be assigned to an individual’s job responsibilities, each job also includes "and other assigned duties." From time to time, you may be required to perform duties or tasks of a fellow employee who is absent or for a position that is temporarily vacant. You will be compensated at your regular rate of pay while performing other assigned duties on a temporary basis.

Mileage Reimbursement
The School will reimburse employees at the business standard mileage rate per IRS requirements for miles traveled by the employee in the employee's car while traveling to and returning from clients, meetings, etc.

Advances and Loans The School does not give salary advances or loans to its employees.

Benefits

Holidays
Subject to the conditions specified below employees are entitled to the following eleven (12) paid holidays observed by the School:

• New Year's Day
• Martin Luther King’s Birthday
• Cesar Chavez Day
• President’s Day
• Veteran’s Day
• Memorial Day
• Independence Day
• Labor Day
• Thanksgiving and Friday after Thanksgiving
• Christmas Eve and Christmas Day

To receive holiday pay, employees must complete ninety days of continual service and must have worked the regularly scheduled work days immediately preceding and immediately following the holiday unless otherwise approved by your Principal. Should an employee have an unexcused or unplanned absence from his scheduled shift immediately prior to or after a designated holiday, or equivalent day off, the employee will not be paid for the holiday(s).
Other days or parts of days may be designated as holidays with pay. No holiday pay will be paid to an employee who is on an unpaid status, on any leave or absent due to workers’ compensation. If a paid holiday occurs during paid time off, the employee will receive the holiday (if eligible) and will not be charged that day as PTO.

**Paid Time Off**
Prepa Tec recognizes that employees have diverse needs for time off from work. The School has a flexible approach to time off where, in lieu of personal days, floating holidays and vacation days, employees are provided a paid personal time allotment.

**Personal Time Allotment**
Employees are granted a specific allotment of paid personal time each calendar year based upon their employment status and their length of service with the School.

Prepa Tec’s Paid Time Off (PTO) program combines *vacation, personal time, and sick benefits* into a single PTO bank. The PTO program is designed in response to employees' needs for time off and allows eligible employees to receive their wages for qualified time off work. All regular and temporary full-time and part-time employees are eligible once they satisfy their trial service period. Neither exempt nor nonexempt employees earn benefits during any period of a leave of absence.

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

**Years of Service Personal Time Allotment**
As of the first day of the school year:
- Zero to three years – 15 days
- Four to six years – 17 days
- Seven+ years – 20 days

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

For full-time employees, a day's pay will equal eight hours' pay at the employee's regular straight time rate or base compensation, regardless of the number of hours the full-time employee normally works each day. For part-time employees, a day's pay will be equal to actual hours worked and PTO allowance will be prorated.

Part-time and flex-schedule employees are entitled to a pro-rated allotment of personal time based upon their established work schedules. Beginning the first of the month following their date of hire, new hires are granted a pro-rated allotment of personal time for the remainder of the calendar year in which they are hired.

**Use of Personal Time**
Employees may utilize their personal time allotment in any way that meets their needs. Personal time is actually *earned* monthly on the last day of each month at a rate of one day earned of the employee’s total personal time allotment for that calendar year. An employee must be actively working to earn personal time; as stated, no time is earned during leaves of absence.
Absences due to **illness, injury, bereavement, jury duty or military reserve duty** are not automatically counted against an employee’s personal time allotment. Absences in these situations are addressed in other School policies.

**Tracking of Personal Time**
Each employee is responsible for accurately tracking and recording his or her own personal time.

An employee should record all personal time on his or her personal time account and have the time signed-off by his or her supervisor.

**Cap on Benefits:** Employees may not have a balance of more than 120 hours of accrued PTO at any time. A current statement of each employee’s accrued PTO is noted on the employee's most recent pay stub. Employees must monitor the amount of their accrued PTO. If an employee's PTO bank reaches 120 hours, the employee must make arrangements to utilize the amount of banked PTO. No further PTO will accrue while an employee has 120 hours in their PTO bank.

**Use and Scheduling of PTO Pay:** Although employees earn PTO pay from their date of hire, they are not eligible receive PTO pay until they complete at least three months of continuous service. After this waiting period has been completed, PTO can be scheduled any time during the eligibility year with approval of the employee's supervisor.

PTO request of two or more days must be scheduled one week in advance. The supervisor may request the employee provide a statement from his or her health care provider at any time concerning the justification for an unscheduled absence. PTO is not part of any overtime calculation. Employees are required to use available PTO when taking time off from work. The school may schedule an employee's PTO if the employee fails to schedule PTO with the supervisor or if the school deems such action appropriate. Employees may not receive pay in lieu of taking PTO, except on termination of employment.

**PTO Advances:** Employees cannot take PTO before it is earned.

**Payment on Separation:** Accrued PTO pay that has not been used will be paid at time of resignation or termination. PTO pay is paid at the employee's final rate of pay at the time of his or her separation.

**Exempt employees:** Exempt employees who do not work any part of a week must use their accrual, if available, to cover either full days or partial days of less than four hours during that week. Time off requests must be submitted for full and partial days off. If a full day is missed and no PTO hours are available, wages for the full day(s) will be deducted.

**Scheduling**
Paid Time Off will be arranged at a time which will least interfere with Prepa Tec’s operation. In order to ensure the efficient and orderly running of Prepa Tec, it is necessary that employees schedule time off with at least one week advanced notice. Time off requests must be dated and signed and must be approved by your supervisor.

Prepa Tec will attempt to arrange time off to match requests, but it may not always be possible due to the needs of the school.
Flex Time Policy
Alternative scheduling is available to assist employees in meeting their personal work performance goals and family needs. All School employees will be considered for alternative work scheduling on a case-by-case basis, where a personal hardship requires an employee to receive coverage for their classroom and to serve the School as a whole with increased productivity at no expense to quality output.

With prior approval by the supervisor, an employee may borrow accrued time from another staff member or offer accrued time to another staff member to ensure School productivity. This policy could be changed or revoked at any time.

Sick Days
An employee who is absent from work must notify their supervisor by 6:30 a.m. of the first morning of illness. You must provide proper notification of absence as discussed under the Attendance/Tardiness policy.

You may be required to submit, in writing, the reason for your continued sick leave, the estimated date of return and whether any supplemental income payments are being received or whether application for them is pending. The School may also require, at any time, written verification from your physician.

Absence for 3 Days or More - If an employee is absent due to illness for 3 days or more, a medical certificate must be sent to the supervisor so that it is received on or before the fourth day of absence. Failure to produce a medical certificate may lead to disciplinary procedures. All medical information will be treated confidentially.

In cases where employees are consistently absent and where such absence clearly shows an unacceptable pattern and/or a failure to meet contractual obligations, disciplinary procedures will apply.

Pregnancy Disability Leave
Pregnancy, childbirth, or related medical conditions will be treated like any other disability, and an employee on leave will be eligible for temporary disability benefits in the same amount and degree as any other employee on leave.

Any female employee planning to take pregnancy disability leave should advise the personnel department as early as possible. The individual should make an appointment with the personnel supervisor to discuss the following conditions:

Employees who need to take pregnancy disability must inform School when a leave is expected to begin and how long it will likely last. If the need for a leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin. Employees must consult with the personnel supervisor regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the employee’s health care provider; If 30 days’ advance notice is not possible, notice must be given as soon as practical;
• Upon the request of an employee and recommendation of the employee’s physician, the employee’s work assignment may be changed if necessary to protect the health and safety of the employee and her child;

• Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached;

• Temporary transfers due to health considerations will be granted when possible. However, the transferred employee will receive the pay that accompanies the job, as is the case with any other temporary transfer due to temporary health reasons;

• Pregnancy leave usually begins when ordered by the employee’s physician. The employee must provide School with a certification from a health care provider. The certification indicating disability should contain:
  o The date on which the employee became disabled due to pregnancy;
  o The probable duration of the period or periods of disability; and
  o A statement that, due to the disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons.

• Leave returns will be allowed only when the employee’s physician sends a release;

• An employee will be required to use accrued sick time (if otherwise eligible to take the time) during a pregnancy disability leave. An employee will be allowed to use accrued vacation or personal time (if otherwise eligible to take the time) during a pregnancy disability leave; and

• Duration of the leave will be determined by the advice of the employee’s physician, but employees disabled by pregnancy may take up to four months. Part-time employees are entitled to leave on a pro rata basis. The four months of leave includes any period of time for actual disability caused by the employee’s pregnancy, childbirth, or related medical condition. This includes leave for severe morning sickness and for prenatal care.

Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed. Under most circumstances, upon submission of a medical certification that an employee is able to return to work from a pregnancy disability leave, an employee will be reinstated to her same position held at the time the leave began or to an equivalent position, if available. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed.

California law requires that an employee who takes pregnancy disability leave be reinstated to her same position on returning from leave. If an employer cannot reinstate the returning employee to her exact same position—because it was eliminated or because filling the position on a temporary basis during the leave would have created a substantial business hardship—the employee must be returned to a “substantially similar” position (unless none exist because of School wide layoffs or business closure). The employer must be able to provide objective facts demonstrating that it was unable to reinstate the employee to her same position.
California employers are required to provide female employees who wish to express breast milk for nursing infants with:

- A reasonable opportunity to take breaks for expressing breast milk or breastfeeding, which can be timed with the employee’s regular break schedule.
- Reasonable access to a private location to express breast milk, other than public restrooms if possible, that is in close proximity to the employee’s regular work area.

**Temporary Disability Leave**
The School recognizes that a temporary disability may preclude your attendance at work. In such cases, the School does not have a predetermined specified period of time in which this unpaid leave is granted. Rather, the School will attempt to reasonably accommodate your needs as well as the needs of the School. If a leave is granted, any extensions will be subject to the same considerations.

Your request for a temporary disability leave must be in writing. That request should be accompanied by a doctor's statement identifying the temporary disability, the date and the estimated date of return and, where appropriate, diagnosis and prognosis. At any time during a temporary leave, management may request that you furnish a written statement(s) of your health. Prior to returning to employment with the School, you will be required to submit written medical certification of your ability to work, including any restrictions. Upon your return to work, if you qualify, you will be reinstated to your former position or one that is substantially the same, depending upon the availability of any position at that time.

To receive the disability leave, employees must meet a one (1) week waiting period before benefits start. At the start of the leave, the School will require employees to use one (1) week of accrued, but unused Paid Time Off benefits, with the one (1) week being paid during the waiting period.

Any unused accrued paid time off shall be used prior to the effective date of the temporary disability leave except for pregnancy disability leave. You may request payment of any vested, but unused paid vacation time prior to the effective date of the temporary disability leave.

**Paid Family Leave**
The Paid Family Leave program allows eligible employees to take up to six weeks paid time off for (1) birth, adoption or placement in foster care of a child of the employee, or child of the employee’s spouse or domestic partner; (2) to care for a sick child of the employee, of the employee’s spouse or domestic partner or (3) to care for a sick spouse or domestic partner or the employee’s sick parent. PFL provides eligible employees with up to six (6) weeks per year of State Disability Income payments.

To receive the paid family leave (PFL) benefit, employees must meet a one (1) week waiting period before benefits start. At the start of the leave, the School will require employees to use one (1) week of accrued, but unused Paid Time Off benefits, with the one (1) week being paid during the waiting period. Employees must file a claim with the California Employment Development Department (EDD) and provide a medical certification of the sickness, injury, or disability supporting the leave request, or a verification of the birth, adoption or placement of the child. PFL runs concurrently with existing state and federal leave laws and does not, in and of itself, extend existing leave periods. Pursuant to California law, if you are receiving SDI, unemployment insurance or workers’ compensation benefits, you may not also be eligible to receive PFL benefits.
The School will calculate this benefit based on a “12-month period” beginning with the first day from which you first establish a valid claim for PFL benefits. The School will require you to use any accrued, but unused PTO benefits during this six (6) week period, integrating these benefits with the PFL benefits so that you do not receive more than one hundred percent (100%) of your normal weekly wages. The PFL benefit runs concurrently with existing state and federal leave laws and do not, in and of itself, extend existing leave periods.

Under this law, the School is not obligated to reinstate you after your PFL leave, but the School will, of course, allow you to return to work if your position is still available, based on its budgetary and operational needs, and based on the protections of any other applicable laws. Pursuant to California law, when you request PFL leave to care for a family member or domestic partner, the School and/or the EDD will require appropriate certification, from your physician or other health care provider.

Military Leave
If you are on an extended military leave of absence, you are entitled to be restored to your previously held position or similar position, if available, without loss of any rights, privileges or benefits provided you meet the requirements specified in the Uniformed Services Employment and Reemployment Rights Act (USERRA).

An employee who is a member of the reserve corps of the armed forces of the United States or of the National Guard or the Naval Militia will be granted temporary leave of absence without pay while engaged in military duty as required by state employment law. A letter from your commanding officer is required to establish the dates of duty.

Victims of Domestic Violence Leave Act
Victims of domestic violence, sexual assault or stalking are able to take reasonable or intermittent leave from work, unpaid, to take care of legal or law enforcement needs or get medical treatment, social-services assistance or mental-health counseling. Family members of a victim may also take reasonable leave to help the victim obtain treatment or seek help. An employee may choose to use paid-time off accrual or unpaid leave time. The leave under this law is in addition to other rights to take leave available to employees under other regulations.

Prepa Tec may requires one of the following verification from an employee who is requesting leave:
  • A police report indicating the employee or employee’s family member was a victim.
  • A court order providing protection to the victim.
  • Documentation from a healthcare provider, advocate, clergy, or attorney.
  • An employee’s written statement that the employee or employee’s family member is a victim and needs assistance. Family relationship may be determined by birth certificate, court document or other
  • similar record or a statement from the employee.

School Visitation by Parents, Guardians, Grandparents
Employees who are parents, guardians, or grandparents having custody, of one or more children in kindergarten or grades 1 to 12, inclusive, or attending a licensed child day care facility, are able to take off up to 40 hours each year, pre-approved, not exceeding eight hours in any calendar month of the year, to participate in activities of the school or licensed child day care facility of any of their children. The employee must give reasonable notice to the employer, prior to taking the time off.
**Jury Service Leave**
If you are summoned to report for jury duty, you will be granted a leave of absence without pay when you notify and submit a copy of the original summons for jury duty to your supervisor. The School reserves the right to request that you seek to be excused from or request postponement of jury service if the absence from work would create a hardship to the School.

Any fees received for jury duty, including travel fees, are to be retained by you. You are to report to work on any day, or portion thereof that is not actually spent in the performance of jury service. For each week of jury duty, a certificate of jury service shall be certified by the Court and filed with the School no later than Wednesday of the following week.

**California Court Attendance and Witness Duty Leave**
California requires employers to allow employees to take unpaid leave to appear as witnesses in court proceedings. If you are requested to serve as a witness on behalf of the School, you will be granted a witness leave at regular pay for such time as it is necessary to comply with the request. Paid witness leave shall not be granted to an employee subpoenaed as an expert witness, as a party in a case, or as a lay witness other than as delineated above.

**Voting Leave**
If you cannot vote because of your scheduled work hours, you will be given up to two hours to vote in any state or federal election. The two hours shall be compensated at your regular rate of pay.

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

**Employee Benefits**
School employees are entitled to a wide range of benefits. A number of the benefit programs -- such as Social Security, workers’ compensation, state disability and unemployment insurance -- cover all employees as required by law.

Eligibility for most other benefits depends upon a variety of factors, including employee classification. Your supervisor can identify the programs for which you are eligible. You can find the details of many of these programs in separate written summaries. Some benefit programs require contributions from employees, but many are fully paid by School. We reserve the right to add, amend, modify or terminate any employee benefit plans or programs. School offers medical insurance and bears a substantial cost of this plan for the employee. Refer to the printed information from the insurance provider for details of eligibility and coverage or contact your supervisor or benefits broker.
Health Insurance
All regular and temporary full-time employees are entitled to benefits under the School's paid medical, dental, vision and life insurance plans. The School reserves the right to change or terminate medical plans or other benefits at any time.

New certificated employees joining the School will be eligible for coverage after satisfactorily completing 30 days of your trial service (ninety (90) days) from the date of employment.

New clerical and other employees joining the School will be eligible for coverage after satisfactorily completing 90 days of your trial service from the date of employment.
All regular and temporary full-time employees are entitled with the permission of the School, may elect to waive coverage, provided the percentage of employees not covered is within the plan requirements.

Continuation of Benefits
Under the federal Consolidated Omnibus Budget Reconciliation Act (COBRA), employees may be allowed to continue their health insurance benefits, at the employee's expense. The Consolidated Omnibus Budget Reconciliation Act (COBRA) is federal law that extends your current group health insurance when you experience a qualifying event such as termination of employment or reduction of hours to part-time status. The extension period is 18 months and some people with special qualifying events may be eligible for a longer extension.

To be eligible for COBRA coverage, you must have been enrolled in your employer's health plan when you worked and the health plan must continue to be in effect for active employees. COBRA continuation coverage is available upon the occurrence of a qualifying event that would, except for the COBRA continuation coverage, cause an individual to lose his or her health care coverage.

There are three elements to qualifying for COBRA benefits. COBRA establishes specific criteria for plans, qualified beneficiaries, and qualifying events:

Plan Coverage - To be eligible for COBRA your group health plans for employers with 20 or more employees on more than 50 percent of its typical business days in the previous calendar year are subject to COBRA. Both full and part-time employees are counted to determine whether a plan is subject to COBRA. Each part-time employee counts as a fraction of an employee, with the fraction equal to the number of hours that the part-time employee worked divided by the hours an employee must work to be considered full time.

Qualified Beneficiaries - A qualified beneficiary generally is an individual covered by a group health plan on the day before a qualifying event who is either an employee, the employee's spouse, or an employee's dependent child. In certain cases, a retired employee, the retired employee's spouse, and the retired employee's dependent children may be qualified beneficiaries. In addition, any child born to or placed for adoption with a covered employee during the period of COBRA coverage is considered a qualified beneficiary. Agents, independent contractors, and directors who participate in the group health plan may also be qualified beneficiaries.

Qualifying Events - Qualifying events are certain events that would cause an individual to lose health coverage. The type of qualifying event will determine who the qualified
beneficiaries are, and the amount of time that a plan must offer the health coverage to them under COBRA. A plan, at its discretion, may provide longer periods of continuation coverage.

**Qualifying Events for Employees:**
- Voluntary or involuntary termination of employment for reasons other than gross misconduct
- Reduction in the number of hours of employment

**Qualifying Events for Spouses:**
- Voluntary or involuntary termination of the covered employee's employment for any reason other than gross misconduct
- Reduction in the hours worked by the covered employee
- Covered employee's becoming entitled to Medicare
- Divorce or legal separation of the covered employee
- Death of the covered employee

**Qualifying Events for Dependent Children:**
- Loss of dependent child status under the plan rules
- Voluntary or involuntary termination of the covered employee's employment for any reason other than gross misconduct
- Reduction in the hours worked by the covered employee
- Covered employee's becoming entitled to Medicare
- Divorce or legal separation of the covered employee
- Death of the covered employee

Under the Uniformed Services Employment and Reemployment Rights Act of 1994, better known as USERRA, an employee who is out on an eligible military leave of absence will retain their health insurance coverage for the first 31 days of uniformed service. Employees out on military leaves of absence which extend beyond the 31 days, will be eligible for continuation of group health benefits for up to 24 months.

If a former employee chooses to continue group benefits, he/she must pay the total applicable premium plus a 2 percent administrative fee. Coverage will cease if the former employee fails to make premium payments as scheduled, becomes covered by another group plan that does not exclude pre-existing conditions or become eligible for Medicare. For detailed information or questions on continuation of coverage, employees are requested to check with the Human Resources Department.

**Health, Safety, and Security**

**Health and Safety Policy**
To have an effective Health and Safety policy, the cooperation of individuals in matters relating to Safety, Health and Welfare is vital. School expects every employee, contractor and visitor to:
- Cooperate with each other so that School or any such other person will be enabled to comply with any of the relevant statutory provisions.
- Ensure that no employee shall intentionally or recklessly interfere with or misuse an appliance, protective clothing, convenience, equipment or other means or thing provided for securing the Safety, Health and Welfare of persons arising out of work activities.
• Ensure that they are aware of the identity of all persons responsible for securing the Safety, Health and Welfare of persons working on the premises.
• Report to a supervisor any defects in equipment, place of work, or system of work, which they consider might endanger other individual’s Safety, Health and Welfare.
• Take reasonable care of their own safety, health and welfare and that of any other person who may be affected by their acts or omissions while at work.
• Use suitable protective equipment. Personal Protective Equipment includes appliances, protective clothing, conveniences, equipment or other means or things provided for securing the safety, health and welfare while at work.

**Worker's Compensation**

School provides insurance to compensate for any illness or injury an employee might suffer while working on School premises, traveling on official School business, or attending an activity officially sponsored by the School.

If you become ill or injured, please get medical attention at once. You must also report the details to your supervisor immediately and complete a report for every injury, no matter how small, to keep the coverage in force and to get any benefits or other compensation to which you may be entitled.

You must complete an Employee's Claim for Worker's Compensation Benefits Form if you have an injury that requires medical attention. If your inquiry does not require medical attention, you must still complete a supervisor and employee Report of Accident Form in case medical treatment is later needed and to ensure that any existing safety hazards are corrected. You can obtain the required forms from School.

**Safety**

School is committed to maintaining a safe and healthy environment for all employees. Report all accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues immediately to your manager.

All safety equipment will be provided by School, and employees will be responsible for the reasonable upkeep of this equipment. Any problems with or defects in, equipment should be reported immediately to management.

As an employee, you have a duty to comply with the safety rules of the School, assist in maintaining the hazard free environment, to report any accidents or injuries - including any breaches of safety - and to report any unsafe equipment, working condition, process or procedure, at once to a supervisor.

Employees may report safety violations or injuries anonymously to the Safety Committee, if they are not the injured or violating party. NO EMPLOYEE WILL BE PUNISHED OR REPRIMANDED FOR REPORTING SAFETY VIOLATIONS OR HAZARDS. However, any deliberate or ongoing safety violation, or creation of hazard, by an employee will be dealt with through disciplinary action by School, up to and including termination.

A federal law, the Occupational Safety and Health Act, requires that we keep records of all illnesses and accidents that occur on the job. OSHA also provides for your right to know about any health hazards which might be present on the job.

**Fire Evacuation Procedure**
In the event of a fire or situation where it is necessary to evacuate the building, break the Break Glass Unit to sound the alarm. BREAK GLASS UNITS are situated at all exits.

1. Choose the nearest and most appropriate fire extinguisher if you are close to the fire and it is possible to use a fire extinguisher. Otherwise, leave the building immediately.
2. Supervisor will check that all roll call lists are maintained.
3. Supervisor will have a deputy to cover this role in their absence.
5. Supervisor will identify to the Officers any missing employees, contractors or visitors.
6. DO NOT RE-ENTER THE BUILDING UNTIL YOU HAVE PERMISSION FROM THE FIRE OFFICER.
7. Do NOT return to collect personal belongings.
8. Do NOT telephone the fire brigade as the fire alarm system is connected to the fire services.
9. Evacuate the building using the nearest fire exit.
10. Form groups according to department, to ensure that any missing personnel can be quickly identified.

NEVER ATTEMPT TO TACKLE A FIRE THAT PUTS YOU AT RISK. Once you have left the building, go to the assembly points and report to your Supervisor. Use the staircase to leave the building. Do NOT use the elevator (if applicable) as it may be compromised by the fire.

First Aid Policy
Describe the Prepa Tec policy, for example:
  • Contact a member of the First Aid team immediately.
  • Do NOT attempt to move any employee unless it is necessary to remove them from immediate danger.
  • Every employee should report any accident or incident experienced or witnessed to the HR Manager.
  • HR will keep a copy of all these written accounts.
  • The First Aid Team will call on the emergency services when required.
  • The First Aid team will control all first aid equipment, including first aid boxes;
  • The First Aid Team will inform employees where equipment is located in case they are unavailable.
  • The First Aid Team will prepare a written account of any incident.

Non-Smoking
Smoking is not permitted in any School buildings, facilities, work sites, or vehicles. Employees wishing to smoke should do so during their break times, outside School buildings, in designated areas, and in accordance with local ordinances.

Drug and Alcohol
The School is dedicated to providing employees with a workplace that is free of drugs and alcohol. The School discourages drug and alcohol abuse by its employees. The School has a vital interest in maintaining safe and efficient working conditions for its employees, students and community. Substance abuse is incompatible with health, safety, efficiency, and success at the School. Employees who are under the influence of a drug or alcohol on the job compromise School interests, endanger the employees own health and safety and the health and safety of others, and can cause a number of other work-related problems, including absenteeism and tardiness, substandard job performance,
increased workloads for coworkers, behavior that disrupts other employees, delays in the completion of jobs, inferior quality in our products, and disruption of customer relations. Any identified usage of drugs or alcohol, or being under the influence of same during working hours will be grounds for discipline up to and including termination.

For the safety of our employees and clients the School reserves the right to test any employee for the use of illegal drugs or alcohol. This may be done in cases where the employee’s job carries a risk of injury or accident due to such use, or there is an apparent inability to perform the requirements required of that position. Specific jobs may, at the School’s discretion, require regular drug testing. Such a test may be conducted after an accident or with probable cause of impairment while on the job. Under those circumstances the employee may be driven to a certified lab, at the School’s expense, for the drug test.

Any employee found to use, sell, possess or distribute any illegal or unauthorized drugs (including excessive quantities of prescription or over-the-counter drugs) while on the School premises, performing School-related duties, or while operating any School equipment, is subject to disciplinary action, up to and including termination of employment. Any suspected illegal drug confiscated will be turned over to the appropriate law enforcement agency.

Any employee taking medication should consult a medical professional to determine whether the drug may affect his or her personal safety or ability to perform the essential functions of the job and should advise his or her supervisor of any job limitations. Upon notification of job limitations, the School will make reasonable efforts to accommodate the limitation.

To the extent any federal, state or local law, rule or regulation limits or prohibits the application of any provision of this policy, then to the minimum extent necessary and only for that geographical area, this policy is deemed to be amended to be in compliance.

**Drug Testing**

Prepa Tec is committed to providing a safe, efficient, and productive work environment for all employees. Using or being under the influence of drugs or alcohol on the job may pose serious safety and health risks. To help ensure a safe and healthful working environment, certain job applicants may be asked to provide body substance samples (such as urine and/or blood) to determine the illicit or illegal use of drugs and alcohol.

**Security**

It is the intent of the School to provide a safe workplace for employees and to provide a comfortable and secure atmosphere for customers and others with whom we do business. The School has zero tolerance for violent acts or threats of violence.

The School expects all employees to conduct themselves in a non-threatening, non-abusive manner at all times. No direct, conditional or veiled threat of harm to any employee or School property will be considered acceptable behavior. Acts of violence or intimidation of others will not be tolerated. Any employee who commits or threatens to commit a violent act against any person while on School premises will be subject to immediate discharge.

Employees within the School share the responsibility in identification and alleviation of threatening or violent behaviors. Any employee who is subjected to or threatened with violence, or who is aware
of another individual who has been subjected to or threatened with violence, should immediately report this information to their supervisor or a member of management. Any threat reported to a supervisor should be brought to the attention of Management and/or the School’s Administrator. All reports will be carefully investigated by the Administrator, and employee confidentiality will be maintained to the fullest extent possible.

**Workplace Guidelines**

**Hours of Work**
The standard workweek for the School will begin at 12:01 a.m. Sunday, and end at midnight the following Saturday. The normal workweek for a full-time employee will consist of forty (40) hours.

The School’s Hours are **7am – 6pm, Monday through Friday**.
The Office hours are **7:45 a.m. to 3:45 p.m., Monday through Friday**. Teachers are by definition, exempt and are not entitled to overtime.

If you are a part-time employee, you are to work within hours assigned by School. If a non-exempt employee, no overtime is pre-authorized.

You will be given your individual duty hours upon hire and at the time of any change in position. If your normal duty hours are changed or if the School changes its operating hours, you will be given written notice to facilitate your personal planning.

**Meal Periods**
You are entitled to take a non-compensated meal period each workday as follows: Certificated employees are entitled to 40 minutes each workday. Classified employees are entitled to 30 minutes each workday. Your meal period should be completed between the hours of 11:20 a.m. and 1:00 p.m. There must be at least one employee working during this period. The Administrator must approve any variation in the normal schedule in advance.

No employee will be scheduled to work more than five (5) consecutive hours in a workday without taking a meal period. In no case may any meal period be waived to shorten an employee’s work hours or to be used in lieu of time without pay. Any employee who is scheduled to work not more than six (6) hours in any workday, may, by written mutual agreement between the School and the employee, work without a meal period.

**Rest Periods**
Employees will take a fifteen-minute rest period during each half of a full workday.

**Attendance / Tardiness**
Your attendance is a major concern of the School. Considering our students and parents depend on your punctuality, unsatisfactory attendance, including tardiness and leaving work early, is unacceptable performance. You will be rated in your performance appraisal in the categories of attendance and punctuality. Prescheduled times away from work using accrued vacation, holiday, flex or PTO (where available) days are not considered occurrences for the purpose of this policy. An absence occurs when an employee misses more than three (3) hours of work within a normal workday.
If you are ill, injured or an unexpected emergency arises which prevents you from coming to work, you must notify your supervisor **no later than 6:30am**. If your supervisor is not available, you should contact a member of management. If you are physically unable to contact the School, you should direct another person to make the contact on your behalf. Leaving a message with a fellow staff employee or with the answering service is not considered proper notification.

When you call in absent, you are to advise the School of your expected date of return. Management reserves the right to require proof of illness, injury or accident, including a doctor’s statement(s) or notice(s), for any temporary disability.

A tardy arrival, early departure or other shift interruption is considered a one-half occurrence. On occasion and with prior approval by the supervisor, an employee who is tardy may adjust that day’s schedule to work an equivalent amount of time at the end of the shift, and a one-half occurrence will not be counted. Excessive tardiness, whether excused or unexcused, constitute unacceptable work performance.

Repeated absences, excessive absences (excused or unexcused) or a pattern of absences are unacceptable job performance. If you are absent for three (3) consecutive days and have not provided proper notification, the School will assume that you have abandoned your position and you may be treated as having voluntarily terminated your employment with the School. If you become ill at work, notify your supervisor immediately. If you are unable to perform your job task, you will be either sent to a doctor or your home. You will be paid only for time actually worked and may receive utilize PTO if eligible.

All absences are to be arranged for as far in advance as possible. This includes time off for other reasons. If a doctor or dental appointment must be scheduled during the workday, it should be scheduled as early in the morning or as late in the afternoon as possible. Employees who use all of their allotted PTO for the year may not make up the time (including doctor’s appointments).

**Dress Policy**
Employees are expected to maintain the highest standards of personal cleanliness and present a neat, professional appearance at all times.

Our students' satisfaction represents the most important and challenging aspect of our business. Whether or not your job responsibilities place you in direct students contact, you represent the School with your appearance as well as your actions. The properly attired individual helps to create a favorable image for the School, to the public and fellow employees. Professional dress is strongly encouraged. Since students are not allowed to wear jeans, we ask that teachers do not wear jeans. We ask staff to refrain from wearing low-cut outfits that reveal body parts (breasts, midriffs, buttocks, etc.).

**Personal Hygiene**
Maintaining a professional, business-like appearance is very important to the success of our School. Part of the impression you make on others depends on your choice of dress, personal hygiene and courteous behavior. A daily regimen of good grooming and hygiene is expected of everyone. Please ensure that you maintain good personal hygiene habits. While at work, you are required to be clean, dressed appropriately and well groomed.
Confidentiality
The rule of thumb to remember is that all information gathered by, retained or generated by the School is confidential. There shall be no disclosure of any confidential information to anyone outside the School without the appropriate authorization.

It is your duty and responsibility to safeguard all confidential information. This includes the dissemination of information by any available means, including but not limited to telephone, fax and e-mail. When any inquiry is made regarding an employee or any former employee, the inquiry must be forwarded to your supervisor without comment on your part. When any inquiry is made regarding any client, the inquiry must be forwarded to management.

Confidential information shall be disclosed and/or discussed only on a “need to know” basis. Conversation of a confidential nature must never be held within earshot of the public or clients.

Business Gifts
The School is judged by the collective and individual performance of its officers and employees. The School has a particular interest in preserving its reputation and the reputation of its employees for the utmost honesty and integrity. Thus, the School holds itself and its employees to the highest standards of lawful and ethical conduct.

We want at all times to avoid the appearance of impropriety in the acceptance of gifts from business contacts or clients. It is the express policy of the School that you are prohibited from, either directly or indirectly, asking, demanding, exacting, soliciting, or seeking, anything of value for yourself or for any other person or entity.

It is the express policy of the School that you are prohibited from, either directly or indirectly, accepting, receiving, or agreeing to receive anything of value for yourself or for any other person or entity (other than your pay check from the School) for or in connection with any transaction or business of the School that has a value of $50 or more. If you are promised, offered, or given anything of value from any member, perspective member, customer, or perspective customer for or in connection with any transaction or business of the School, you are to advise your immediate supervisor at once.

If you question the propriety of a transaction or activity, you should seek guidance from your supervisor or a member of management of the School. If necessary, you should seek written approval.

Outside Activities
You may engage in outside employment or personal educational activities during non-working hours, provided that such activities do not interfere with your job performance or constitute a conflict of interest. Prior to accepting outside employment, you are to notify management in writing. The notice must contain the name of the potential employer, the title and nature of the position, the number of working hours per week and the time of scheduled work hours. If the position constitutes a conflict of interest or interferes with your School job, at any time, you may be required to curtail or terminate such activity.
Reporting Irregularities
It is the responsibility of each employee of the School to report, immediately, any and all irregularities indicating actual or suspected existence of a loss, fraud, embezzlement or similar impairment of School funds or property, or suspicious persons or activity.

If you have actual or constructive knowledge of any irregularity, and do not report it to your supervisor, you have engaged in unacceptable job performance.

Inspections / Searches
Any items or parcels taken out of or off School premises or property (or property controlled by the School) are subject to inspection/search. Your desk, workstation, work area, computer terminal, memory, files, etc. and your voice mail are subject to inspection/search at any time.

The School may monitor any telephone conversation you have on School owned or controlled equipment, premises or property. While on School owned or controlled premises or property, your vehicle, meal containers, purse, etc., as well as yourself, are subject to inspection/search. Any inspection/search conducted by the School or its designee may occur at anytime, with or without notice.

You are prohibited from placing any passwords or restrictors on any document, computer or computer software without the prior authority of management. Any password or restrictor must be revealed to and maintained by a second authorized source. Removing, changing, deleting or erasing any School information, without the appropriate authorization, is strictly prohibited.

Electronic Assets Usage
The School recognizes that use of the Internet has many benefits for the School and its employees. The Internet and e-mail make communication more efficient and effective. Therefore, employees are encouraged to use the Internet appropriately. Unacceptable usage of the Internet can place the School and others at risk. The following guidelines have been established for using the Internet and e-mail in an appropriate, ethical and professional manner:

• The School Internet and e-mail access may not be used for transmitting, retrieving or storing of any communications of a defamatory, discriminatory or harassing nature or materials that are obscene or X-rated. No messages with derogatory or inflammatory remarks about an individual’s race, age, disability, religion, national origin, physical attributes or sexual preference shall be transmitted. Harassment of any kind is prohibited.
• Disparaging, abusive, profane, or offensive language; materials that would adversely or negatively reflect upon the School or be contrary to the School best interests; and any illegal activities – including piracy, cracking, extortion, blackmail, copyright infringement, and unauthorized access to any computers on the Internet or e-mail – are forbidden.
• Copyrighted materials belonging to entities other than the School may not be transmitted by employees on the School’s network. All employees obtaining access to other companies’ or individual’s materials must respect all copyrights and may not copy, retrieve, modify or forward copyrighted materials, except with permission or as a single copy to reference only. If you find something on the Internet that may be interesting to others, do not copy it to a network drive. Instead, give the URL (uniform resource locator or “address”) to the person who may be interested in the information and have that person look at it on his / her own.
• Do not use the system in a way that disrupts its use by others. This includes excessive dial-in usage, sending or receiving many large files and “spamming” (sending e-mail messages to thousands of users.)
• The Internet is full of useful programs that can be downloaded, but some of them may contain computer viruses that can extensively damage our computers. Be sure to virus-check downloaded files immediately. Instructions on how to check for viruses are available through the IT Support. Also, many browser add-on packages (called “plug-ins”) are available to download. There is no guarantee that such will be compatible with other programs on the network and such may cause problems; therefore, please refrain from downloading such plug-ins.
• Each employee is responsible for the content of all text, audio or images that he/she places or sends over the School’s Internet and e-mail system. No e-mail or other electronic communications may be sent which hides the identity of the sender or represents the sender as someone else. Also, be aware that the School’s name is attached to all messages so use discretion in formulating messages.
• E-mail is not guaranteed to be private or confidential. All electronic communications are School property. Therefore, the School reserves the right to examine, monitor and regulate e-mail messages, directories and files, as well as Internet usage. Also, the Internet is not secure so don’t assume that others cannot read or possibly alter your messages.
• Internal and external e-mail messages are considered business records and may be subject to discovery in the event of litigation. Be aware of this possibility when sending e-mail within and outside the School.

All School-supplied technology, including computer systems and School-related work records, belong to the School and not the employee. The School routinely monitors usage patterns for its e-mail and Internet communications. Although encouraged to explore the resources available on the Internet, employees should use discretion in the sites that are accessed. Since all the computer systems and software, as well as the e-mail and Internet connection, are School-owned, all School policies are in effect at all times. Any employee who abuses the privilege of School-facilitated access to e-mail or the Internet, may be denied access to the Internet and, if appropriate, be subject to disciplinary action up to and including termination.

Phone Usage
The telephones of the School are to be restricted to business calls for School business. All employees are required to be professional and conscientious at all times when using School phones and to refrain from usage of personal cell phones including texting and downloading of web content unless subject to emergency situations and / or as authorized by your supervisor.

Personal Property
The School is not liable for lost, misplaced or stolen property. You should take all precautions necessary to safeguard your personal possessions. You should refrain from having your personal mail sent to the School because mail may be automatically opened.

Your work area and any other School property are subject to inspection / search at any time, with or without notice. Desks and office areas are to be kept as neat and organized as possible.
Radios, iPods, MP3 players, and similar music devices are permitted in the office so long as they do not disturb others. The volume should be kept at a minimum.

**Bulletin Boards**
Check all the bulletin boards regularly to obtain important information about Prepa Tec events and policies. Only Prepa Tec employees should use Prepa Tec bulletin boards. Management must approve all postings. See Prepa Tec to obtain approval for a bulletin board posting.

**Employment Separation**

**Resignation**
Non-exempt employees are requested to provide a minimum of two (2) weeks written notice of their intent to resign. Exempt employees are requested to provide a minimum of four (4) weeks written notice. Your notice of resignation to voluntarily terminate employment with the School should be submitted to your supervisor or Administrator. An exit interview may be requested.

**Termination**
All employment with the School is “at will” employment. This means that you have not been hired for a specified duration, but that you can terminate your employment or the School can terminate your employment at any time, with or without cause, and with or without prior notice. Your at-will employment status can only be changed by a written agreement between you and the School, signed by both you and an Officer of the School. Upon separation of your employment you are to remove your personal possessions. You will be paid for all unused vested vacation time. Upon separation, you are not entitled to severance pay, except at the sole discretion of management.

**Return of School Property**
Any School property issued to employees, such as computer equipment, keys, tools, parking passes or School credit cards, must be returned to the School at the time of termination. Employees will be responsible for any lost or damaged items. Radios are permitted in the office so long as they do not disturb others. The volume should be kept at a minimum.

**Miscellaneous Policies**
In addition to the policies covered above, there are a wide range of policies that you may want to consider for your School.

**Visitors Policy**
The following procedures must be upheld to ensure the safety of visitors to the premises.
- Reception must be aware of all visitors to the premises.
- Visitors are requested to observe the Fire Policy and to conduct themselves in a safe manner.
- Visitors should be accompanied while on the premises. While this is not always possible, employees should follow this guideline as closely as is practicable.
- The Visitor’s host is responsible for the safety of the visitor and ensuring that the visitor is aware of School’s Health & Safety policies.

**Automobile Accident**
If you are involved in an automobile accident while on School business (personal or School car) you must report the accident to your supervisor immediately. You should request and obtain a police report and police investigation at the scene of the accident.

You are not to drive a personal vehicle for School business unless authorized to do so. If your job requires you to operate your personal vehicle, you shall be required to submit proof of a current and valid state driver’s license.

If you use your own vehicle, either by authorization or requirement, to carry out the business of the School, you must submit a photocopy of the cover page of your insurance policy covering that vehicle as proof of that insurance. Insurance must be maintained current as a term and condition of continuing employment for that particular position.

ACKNOWLEDGEMENT
The undersigned acknowledges receipt of the Prepa Tec Employee Handbook.

The contents of the Employee Handbook are presented as a matter of information. Except for the at-will provisions, the Handbook can be amended at any time. I agree to read the Handbook and to follow the guidelines and policies set forth in the Handbook and any amendments to the Handbook along with the other policies and procedures of the School.

It is specifically understood and agreed that the Handbook is for informational purposes only and is not intended to create a contract, nor is it a contract, of employment or continuing employment between myself and the School. It is further understood that neither the Handbook nor any policy of the School is a guarantee or promise of employment or continuing employment. I understand that I am not being hired for any definite period of time even though my wages are paid regularly. I further understand that I am an at-will employee and my employment can be terminated at any time, with or without cause and with or without prior notice either by the School or myself. No promises or representations have been made to me that I can be disciplined or discharged from my employment with the School only under certain circumstances or after certain events.

School policy requires all employees to be hired at-will and this policy cannot be changed except by a written document signed by me and an appropriate officer of the School, specifically changing my at-will employment status. I have neither been requested nor have I signed any such document.

My at-will employment status with the School has been fully explained and I have been given an opportunity to ask any questions regarding School policies and my at-will employment status. No representative of the School has made any promise or other statements implying employment will be other than what has been stated above.

___________________________________ ____________________________________
Dated Signature

____________________________________
Print Name
I. Administrator’s Evaluation procedure

Administrator Evaluation Procedure
PREPA TEC, LOS ANGELES
Policy

The executive director’s evaluation procedure shall:

a. Include input from all stakeholders including parents, staff, faculty, the executive
director and principal themselves
b. Be data driven and determined via consensus of board directors
c. Evaluate the effectiveness of the administrator’s accomplishments and
leadership capacity based upon the Charter Element 5: Section C; Administrator
Qualifications and Duties
d. Encourage risk taking and that which is necessary for the school to fulfill its
mission of providing a “world class education for each student through a research
and inquiry based educational program that will prepare students for the 21\textsuperscript{st}
century.”

Procedures

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<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
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<td><strong>1. Set long and short-term goals and objectives</strong> based upon the previous year’s needs assessment that “measures student and staff performance” and “progress in developing programs that realize the charter’s vision” (Prepa Tec Charter, Article V)</td>
<td>Admin in conjunction with Board President and Evaluation Committee</td>
<td>Summer</td>
</tr>
<tr>
<td><strong>2. Meet on progress of goals and objectives.</strong> Report that meetings have occurred on Admin’s Report.</td>
<td>Admin and Board President (or designee)</td>
<td>Monthly</td>
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<tr>
<td><strong>3. Admin’s reports</strong> shall include information in the following areas when applicable:</td>
<td>Admin</td>
<td>Each Board Meeting</td>
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<tr>
<td>a. Enrollment</td>
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<tr>
<td>b. Professional Development for Staff, Administration and Board</td>
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<td>c. Community Outreach/In-reach</td>
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<td>d. Technology</td>
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<td>e. Facilities</td>
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<td>f. Student Health and Safety</td>
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<td>g. Educational Program</td>
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<td>h. Operations</td>
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<tr>
<td>i. Fundraising</td>
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4. Administer Staff, Faculty, and Community **Surveys** using an on-line service provider. Administrator completes “Survey for Admin Self-Evaluation.” (see TARA and Performance Rubric)

4a. Coordinate survey administration with the Admin’s Needs Assessment and/or any other input that is required to further the goals of the school (including Board and Executive Committee).

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<th>5. Compile <strong>summary data reports</strong> from on-line software. In order to facilitate consensus building at the special session, the data will not be shared with the Board of Directors until that time. In order to prepare for the special session, board members will review the Admin’s reports using the <strong>Tool for Analyzing the Reports of the Administration</strong> (see TARA).</th>
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<tr>
<td><strong>Evaluation Committee</strong></td>
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<td><strong>Board of Directors</strong></td>
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5. **Special Closed Session of the Board for formal Administrator Evaluation.** For each category, the Board shall come to a consensus on a holistic score (1-4), and a 1-2 sentence summary statement of the Administrator’s Performance Rubric through the examination of the following:

   a. TARA  
   b. Summary Data from surveys  
   c. Administrator’s Self Evaluation

The summary statements will be compiled and used for a cover letter that is a narrative addition to the rubric as described below. (See Performance Rubric)

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<th>6. Deliver a letter for the Administrator summarizing the <strong>Board’s findings</strong>.</th>
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<tr>
<td><strong>Board of Directors</strong></td>
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</table>

Include copies of summary data from surveys. Copy of summary letter and original data goes into “Administrator’s File.” The minutes will show that the administrator’s evaluation has been complete and performance has been shown to be “satisfactory” or “not satisfactory.” Satisfactory is deemed when the mean is 3 or better. |
Objective: to analyze the Administrator’s performance as it has been demonstrated via the monthly administrator’s reports.

Directions: Review the Performance Rubric. Make notes from the administrator’s reports and your own observations in the space provided.

Accomplishments

1. What objectives have been met this year?
   a. Curriculum Development
   b. Supervision
   c. Strategic Planning
   d. Student Performance
   e. Professional Development (Staff)
   f. Professional Development (Self)
Leadership

2. Does the Administrator demonstrate the capacity to lead the school community?

g. Written and Oral Communication

h. Educational Vision

i. Community and School Relations

j. Teamwork and Collaboration

k. Decision-making

l. Innovation and Creativity

m. Professionalism

n. Oversight and Policy Development
Administrator:
Based on the analysis of the reports to the Board, summary data from the surveys of faculty and staff, school community, and administrator’s self evaluation, and the Board’s own observations your performance has been assigned a holistic score of 1-4 for each category below:

4 Exemplary
3 Satisfactory
2 Performance Target
1 Not Satisfactory

**Educational Vision:** Developing a vision and establishing clear goals; providing direction in achieving stated goals; encourage others to contribute to goal achievement; securing commitment to a course of action from individuals and groups.

| 1. The administrator articulates a clear vision for the school and its efforts based on the mandate of the charter |
| 2. The administrator generates enthusiasm and works to persuade others to work together to accomplish common goals |
| 3. The administrator is good at identifying and overcoming barriers to teaching and learning |
| 4. The administrator encourages innovation toward improved teaching and learning |
| 5. The administrator seeks commitment of all involved to a specific course of action |
| 6. The administrator is good at identifying and overcoming barriers to teaching and learning |
| 7. The administrator requires that we as a school examine what we are doing, how we are doing it, and why we are doing it |

**Curriculum Development:** Implementing strategies for improving teaching and learning including putting programs and improvement efforts into action.

| 8. The administrator takes an active role in improving curriculum and instruction |
| 9. The administrator develops alliances and/or resources outside the school that improve the quality of teaching and learning |
| 10. The administrator supports teachers in acquiring tools/resources necessary for teaching |
| 11. The administrator develops curriculum democratically with parents and teachers |
### Supervision:

| 12. | The administrator sets high standards for staff and student performance |
| 13. | The administrator ensures a safe environment for students and supervises student behavior |
| 14. | The administrator develops with parents and teachers individual behavior plans when needed |
| 15. | The administrator evaluates personnel in accordance with established procedures |
| 16. | The administrator clearly articulates expectations regarding the performance of others |
| 17. | The administrator establishes school routines and procedures that contribute to learning and teaching |
| 18. | The administrator oversees aspects of special education program |
| 19. | The administrator provides support and input to school committees, the PA, the Board, and the Executive Committee |

### Communication:

| 20. | The administrator updates community on policy, facilities and pertinent information in a timely fashion |
| 21. | The administrator communicates all necessary information to the appropriate person(s) in a timely manner |
| 22. | The administrator demonstrates effective, diplomatic communication in public relations based on the communication policy of the school |
| 23. | The administrator resolves conflicts using the conflict resolution policy of the school |
| 24. | The administrator implements effective internal communication |

### Oral Communication: Clearly communicating when speaking to individuals, small groups and large groups. Making oral presentations that are clear and easy to understand

| 25. | The administrator demonstrates effective presentation skills, e.g. opening and closing comments, eye contact, enthusiasm, confidence, rapport, use of visual aids |
| 26. | The administrator speaks articulately |
| 27. | The administrator tailors messages to meet the needs of the audiences |
| 28. | The administrator maintains open, two-way communications |
| 29. | The administrator communicates information clearly and succinctly |

### Written Communication: Expressing ideas clearly in writing; demonstrating technical proficiency. Writing appropriately for different audiences

| 30. | The administrator uses written communication to keep the community informed of school events |
| 31. | The administrator completes written, detailed reports to the Board in a timely manner |
| 32. | The administrator expresses ideas clearly in writing |
| 33. | The administrator writes appropriately for different audiences |
**Community and School Relations:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>34.</td>
<td>The administrator works collaboratively with administrators and the Board of Directors and attends all meetings</td>
</tr>
<tr>
<td>35.</td>
<td>The administrator maintains positive relations with the school district and works to secure needed resources</td>
</tr>
<tr>
<td>36.</td>
<td>The administrator recruits new parents</td>
</tr>
<tr>
<td>37.</td>
<td>The administrator communicates well with the parent body</td>
</tr>
<tr>
<td>38.</td>
<td>The administrator values parent participation</td>
</tr>
<tr>
<td>39.</td>
<td>The administrator involves and motivates parent participation</td>
</tr>
<tr>
<td>40.</td>
<td>The administrator maintains a positive working environment for staff</td>
</tr>
<tr>
<td>41.</td>
<td>The administrator acts as a liaison/mediator between staff and parents</td>
</tr>
<tr>
<td>42.</td>
<td>The administrator actively seeks out and maintains relations with both the school community and the community at large</td>
</tr>
</tbody>
</table>

**Strategic Planning:**

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<table>
<thead>
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<tbody>
<tr>
<td>43.</td>
<td>The administrator assesses and determines long and short term needs based on staff, committee and community input</td>
</tr>
<tr>
<td>44.</td>
<td>The administrator conducts an annual needs assessment based upon previous year’s annual performance audit</td>
</tr>
<tr>
<td>45.</td>
<td>The administrator articulates the means by which the school’s programs can be developed to realize the charter’s vision</td>
</tr>
<tr>
<td>46.</td>
<td>The administrator communicates and collaborates with school community to meet planning needs</td>
</tr>
</tbody>
</table>

**Student Performance:**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>47.</td>
<td>The administrator holds high expectations for student performance</td>
</tr>
<tr>
<td>48.</td>
<td>The administrator uses information about student performance to improve school wide instruction</td>
</tr>
<tr>
<td>49.</td>
<td>The administrator promotes the importance of measuring student progress systematically</td>
</tr>
<tr>
<td>50.</td>
<td>The administrator effectively communicates with the school community regarding student performance</td>
</tr>
<tr>
<td>51.</td>
<td>The administrator considers the differences in learning style and intelligences of student’s when looking at performance</td>
</tr>
</tbody>
</table>

**Development of Staff:** Teaching, coaching and helping others. Providing specific feedback based on observation and data

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>52.</td>
<td>The administrator provides professional growth opportunities</td>
</tr>
<tr>
<td>53.</td>
<td>The administrator shares information and expertise from personal experiences</td>
</tr>
<tr>
<td>54.</td>
<td>The administrator motivates others to change behaviors that inhibit professional and organizational growth</td>
</tr>
<tr>
<td>55.</td>
<td>The administrator asks the person what he/she perceives to be strengths and weaknesses and what he/she wants to improve (individual staff development)</td>
</tr>
<tr>
<td>56.</td>
<td>The administrator seeks agreement on specific actions to be taken for development and growth</td>
</tr>
<tr>
<td>57.</td>
<td>The administrator creates a climate for self-exploration and life-long learning</td>
</tr>
</tbody>
</table>

**Education of Community:**


<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>58.</td>
<td>The administrator facilitates parent education on the International Baccalaureate Primary Years Program</td>
</tr>
<tr>
<td>59.</td>
<td>The administrator facilitates educational workshops based on need for parents and volunteers</td>
</tr>
<tr>
<td>60.</td>
<td>The administrator motivates others to change behaviors that inhibit professional and organizational growth</td>
</tr>
<tr>
<td>61.</td>
<td>The administrator asks the person what he/she perceives to be strengths and weaknesses and what he/she wants to improve (individual staff development)</td>
</tr>
<tr>
<td>62.</td>
<td>The administrator seeks agreement on specific actions to be taken for development and growth</td>
</tr>
<tr>
<td>63.</td>
<td>The administrator creates a climate for self-exploration and life-long learning</td>
</tr>
<tr>
<td></td>
<td><strong>Understanding Own Strengths and Weaknesses:</strong> Understanding personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continuous learning</td>
</tr>
<tr>
<td>64.</td>
<td>The administrator recognizes and communicates own strengths</td>
</tr>
<tr>
<td>65.</td>
<td>The administrator recognizes and manages own developmental needs</td>
</tr>
<tr>
<td>66.</td>
<td>The administrator is a positive person who maintains his/her composure</td>
</tr>
<tr>
<td>67.</td>
<td>The administrator actively pursues personal growth through participation in planned developmental activities</td>
</tr>
<tr>
<td>68.</td>
<td>The administrator engages in self-evaluation and reflection in order to pursue personal growth</td>
</tr>
<tr>
<td></td>
<td><strong>Leadership Skills</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teamwork and Collaboration:</strong> Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishment</td>
</tr>
<tr>
<td>69.</td>
<td>The administrator provides opportunities and encourages faculty, staff, parents, and others to offer input on school matters</td>
</tr>
<tr>
<td>70.</td>
<td>The administrator assists the team in maintaining the direction needed to complete the task</td>
</tr>
<tr>
<td>71.</td>
<td>The administrator communicates the importance of focusing on the needs of students and parents</td>
</tr>
<tr>
<td>72.</td>
<td>The administrator actively leads us in developing and implementing policy and procedure</td>
</tr>
<tr>
<td>73.</td>
<td>The administrator supports the ideas and views of team members to solve problems</td>
</tr>
<tr>
<td>74.</td>
<td>The administrator contributes ideas towards achieving a solution</td>
</tr>
<tr>
<td>75.</td>
<td>The administrator seeks consensus among team members</td>
</tr>
<tr>
<td></td>
<td><strong>Decision-making Skills:</strong> Reaching logical conclusions and making high quality decisions based on available information. Assigning appropriate priority to significant issues. Exercising appropriate caution in making decisions and in taking action. Seeking out relevant data, facts and impressions. Analyzing and interpreting complex information</td>
</tr>
<tr>
<td>76.</td>
<td>The administrator is good at identifying and solving problems</td>
</tr>
<tr>
<td>77.</td>
<td>The administrator recognizes when a group or individual requires direction</td>
</tr>
<tr>
<td>78.</td>
<td>The administrator assigns appropriate priority to issues and tasks</td>
</tr>
<tr>
<td>79.</td>
<td>The administrator assesses the situation and gathers needed information in order to make a rational decision</td>
</tr>
<tr>
<td>Number</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>80.</td>
<td>The administrator seeks resolutions that match the needs of the individual or situation</td>
</tr>
<tr>
<td>81.</td>
<td>The administrator seeks feedback on decisions</td>
</tr>
<tr>
<td>82.</td>
<td>The administrator communicates a clear rationale and process for a decision</td>
</tr>
<tr>
<td>83.</td>
<td>The administrator makes faculty and staff a part of the decision making process</td>
</tr>
</tbody>
</table>

**Organizational Ability:** Planning and scheduling one’s own and the work of others so that resources are used appropriately. Scheduling flow of activities; establishing procedures to monitor projects. Practicing time and task management; knowing what to delegate and to whom.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.</td>
<td>The administrator delegates responsibilities to others where appropriate</td>
</tr>
<tr>
<td>85.</td>
<td>The administrator plans follow-up to monitor progress of delegated responsibilities</td>
</tr>
<tr>
<td>86.</td>
<td>The administrator develops action plans</td>
</tr>
<tr>
<td>87.</td>
<td>The administrator monitors progress of plans and adjusts plans or actions as needed</td>
</tr>
<tr>
<td>88.</td>
<td>The administrator establishes timelines, schedules and milestones</td>
</tr>
<tr>
<td>89.</td>
<td>The administrator is well-prepared for meetings</td>
</tr>
<tr>
<td>90.</td>
<td>The administrator makes effective use of available resources</td>
</tr>
<tr>
<td>91.</td>
<td>The administrator takes action to move issues toward closure in a timely manner</td>
</tr>
<tr>
<td>92.</td>
<td>The administrator considers the long and short term implications of a decision before taking action</td>
</tr>
<tr>
<td>93.</td>
<td>The administrator sees the big picture</td>
</tr>
</tbody>
</table>

**Innovation and Creativity:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.</td>
<td>The administrator finds new ways to do things better</td>
</tr>
<tr>
<td>95.</td>
<td>The administrator challenges blind spots and develops new perspectives</td>
</tr>
</tbody>
</table>

**Professionalism:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.</td>
<td>The administrator performs duties in a professional manner</td>
</tr>
<tr>
<td>97.</td>
<td>The administrator demonstrates qualities of fairness and equality</td>
</tr>
<tr>
<td>98.</td>
<td>The administrator maintains integrity in all dealings with the school community</td>
</tr>
<tr>
<td>99.</td>
<td>The administrator deals appropriately and tactfully with people from different backgrounds</td>
</tr>
</tbody>
</table>

**Oversight Functions:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.</td>
<td>The administrator is knowledgeable of laws and policies that govern the school</td>
</tr>
<tr>
<td>101.</td>
<td>The administrator manages the budget and available funds with skill and fairness</td>
</tr>
<tr>
<td>102.</td>
<td>The administrator actively leads the community in developing and implementing school policies and procedures</td>
</tr>
<tr>
<td>103.</td>
<td>The administrator monitors the grant writing process to ensure acquisition of maximum resources</td>
</tr>
</tbody>
</table>

**School Community Building:**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>104.</td>
<td>The administrator actively promotes the school</td>
</tr>
<tr>
<td>105.</td>
<td>The administrator creates an atmosphere of curiosity, growth and development</td>
</tr>
<tr>
<td>106.</td>
<td>The administrator ensures that this is a place of learning</td>
</tr>
<tr>
<td>107.</td>
<td>The administrator builds community through varied and innovative events and communications</td>
</tr>
<tr>
<td>108.</td>
<td>The administrator actively seeks out community input in school development</td>
</tr>
</tbody>
</table>
**J. Sample Unit**

The following planning guides reflect the standards-based instructional planning process that will be used to develop curriculum at Prepa Tec. IB units will be developed as professional development is brought to the school. Teachers will be able to integrate the IB approach to all units by the end of the first year. Below is a sample unit for Language B. Initially, each unit will demonstrates how standards will be clustered around big ideas (high-priority standards – Enduring Understandings), and how that cluster of standards will be communicated to students and assessed. We have also provided a sample lesson plan that reflects the unit standards, and breaks them into daily objectives that can also be articulated to students. We have provided one sample unit for each core content area, spread across a number of different grade levels.
# Unit Title:
Como Te Va?  
(Hello! How are you?)

<table>
<thead>
<tr>
<th>Teacher(s):</th>
<th>Subject and Grade Level:</th>
<th>Duration of unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnny Doe</td>
<td>Spanish Ia, 7th Grade</td>
<td>About 6 weeks</td>
</tr>
</tbody>
</table>

## Stage 1: Integrating significant content, the Areas of Interaction, and assessment within a unit question

### Area of Interaction Focus:
Community and Service

### Big Idea: (Significant Concepts - what do you want st. to remember 5 years from now?)
- Greetings
- Leave Takings
- Polite Expressions
- French Speaking Countries
- Numbers 1-100
Unit Question:
What’s in a greeting?

Guiding Questions:
- How do you greet your friends?
- How do you greet people you don’t know?
- What are the physical parts of a greeting?
- Do greetings change for younger vs older people?
- When is enough, enough.

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What task(s) will allow students the opportunity to answer the Unit Question and/or the guiding questions using what they have learned?</td>
</tr>
<tr>
<td>The main task that will allow the students the opportunity to show what they have learned will be the “Me” Presentation.</td>
</tr>
<tr>
<td>What will constitute acceptable evidence of understanding?</td>
</tr>
<tr>
<td>They will communicate orally to myself and their peers in the target language for two minutes using correct grammar and vocabulary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brainstorming Significant Content and or skills:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
**What specific MYP content objectives will be addressed during the unit?** (see subject guide book)

<table>
<thead>
<tr>
<th>Students will be able to;</th>
</tr>
</thead>
<tbody>
<tr>
<td>• communicate information, ideas, and opinions</td>
</tr>
<tr>
<td>• understand and appropriately use structures and vocabulary</td>
</tr>
<tr>
<td>• engage actively in oral production using comprehensible pronunciation and intonation</td>
</tr>
</tbody>
</table>

**Which District / State standards will be addressed?**

| 1.1 – Interpersonal Communication (as the audience members) |
| 1.2 – Interpretive Communication |
| 1.3 – Presentational Communication |
| 2.1 – Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| 4.1 – Students demonstrate understanding of the language through comparisons of the language studied to their own. |
| 4.2 – Students demonstrate understanding of the culture through comparisons of the language studied to their own. |
| 5.1 – Students use the language for personal enjoyment and enrichment, both within and beyond the school setting. |

**Which MYP assessment Criteria will be used?** (see subject guide book)

| Criterion A (foundation) Speaking and Listening 1, 2, & 3 |
| Criterion B (foundation) Speaking 1, 2, & 3 |

**Stage 2: “Backward Planning: from summative assessment to learning activities**

**Engaging students with the Unit or Guiding questions:**

What prior learning do I expect my students to have?  
What diagnostic / pre-assessment tools will I use?  
What possible student misconceptions am I expecting to encounter?  

These students (this year) have little to no prior learning in the target language. (The following years, they will have a quarter of exposure to the language and the vocabulary)  

The Sets (warm-ups) are a daily pre-assessment tool, as well as a review. We review what we’ve done before, and try to use that to help us with what we will learn soon.  

There are always Spanish stereo-types to break, as well as the self-doubts and fears. (I don’t want to sound stupid in front of my friends.)
<table>
<thead>
<tr>
<th>Formative Assessments:</th>
<th>The Sets, again, are a useful tool to continuously help them prepare for what will be coming, as well as what we have done. The StoryBoard as well will be a useful tool as it is the base for their presentation. They will use it to talk to each other on a daily basis (and have peers grade them and give feedback) as well as an aid during their presentation. There is also a Conversation Card Test. The topics and vocabulary that I expect them to use in their presentation will be studied and used often in class, and then put into a translation test to check their progress of where they are, and how much they still need to work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will I use formative assessment to give students feedback during the unit?</td>
<td></td>
</tr>
<tr>
<td>The Sets, again, are a useful tool to continuously help them prepare for what will be coming, as well as what we have done. The StoryBoard as well will be a useful tool as it is the base for their presentation. They will use it to talk to each other on a daily basis (and have peers grade them and give feedback) as well as an aid during their presentation. There is also a Conversation Card Test. The topics and vocabulary that I expect them to use in their presentation will be studied and used often in class, and then put into a translation test to check their progress of where they are, and how much they still need to work.</td>
<td></td>
</tr>
<tr>
<td>Approaches to Learning:</td>
<td>Communication</td>
</tr>
<tr>
<td>Which 1 or 2 ATLs will I focus on during this unit?</td>
<td></td>
</tr>
<tr>
<td>How will we use these identified ATL skills to facilitate vertical articulation?</td>
<td>In French, the learning is always in a spiral. What is the base now, will be revisited again and again as more and more is added upon it. The vocabulary that they use to talk about themselves will grow until their conversations are longer and more natural to them.</td>
</tr>
<tr>
<td>Learning Experiences and Teaching Strategies:</td>
<td></td>
</tr>
<tr>
<td>How will I incorporate international mindedness throughout the unit? How will students learn the knowledge and practice the skills required? How am I differentiating for all learners?</td>
<td>* In this unit, as it is the introduction – in a sense – to the language and the culture of Spanish countries, the students all choose a Spanish name that becomes their “alter-ego” when they are in my class. The name is attached to a Francophone country, and that becomes their country. They pick a city in France to “live in” as well as creating a Spanish Phone number. We are always looking at the quirks of our culture and the francophone culture as well. * The StoryBoard and the Country Brochure are two examples of how the students first learn, then practice, the skills required of them. The StoryBoard is built together as a class over the period of a couple weeks, then they use that to speak to each other in the target language. The Brochure gives the students to opportunity to take the cultures we have been looking at, and researching specific countries to find out more about it. * For the more advanced learners, they have a goal to speak for a longer amount of</td>
</tr>
<tr>
<td>Learning Experiences and Teaching Strategies:</td>
<td>* In this unit, as it is the introduction – in a sense – to the language and the culture of Spanish countries, the students all choose a Spanish name that becomes their “alter-ego” when they are in my class. The name is attached to a Francophone country, and that becomes their country. They pick a city in France to “live in” as well as creating a Spanish Phone number. We are always looking at the quirks of our culture and the francophone culture as well. * The StoryBoard and the Country Brochure are two examples of how the students first learn, then practice, the skills required of them. The StoryBoard is built together as a class over the period of a couple weeks, then they use that to speak to each other in the target language. The Brochure gives the students to opportunity to take the cultures we have been looking at, and researching specific countries to find out more about it. * For the more advanced learners, they have a goal to speak for a longer amount of</td>
</tr>
</tbody>
</table>
For the ALP students, they have a brochure similar to the other students, with a few less complicated subjects to research.

**Resources:**
What additional resources do I need?
How will my classroom / local environment and/or the community be used to facilitate student’s experiences during the unit?

For much of what we do, we need computers that have access to the internet.

There may be the opportunity to have former students, who have moved on to High School, come back to Middle School to help aid and tutor the students. Possibly Foreign Exchange Students as well.

---

### Stage 3: Unit ongoing reflections and evaluation:

#### Students & Teachers:
- What did the students find compelling?
- What did I find compelling?
- What learner-initiated inquiries arose during the learning?
- From the evidence, what understandings may have been constructed?
- How was the understanding of the AoI deepened?
- What opportunities exist for reflection – both on the unit and on personal learning?
- What, if any, extension activities arose?

- The students were amazed by the amount of countries that spoke Spanish, as well as the traditions and daily habits that they have. They started to find connections on their own, or in their groups of friends. They continuously use the “hellos” and “good-byes” with each other in the hallways, and – so I hear – at home.
- I found it interesting, and exciting, how excited the students were to make the brochure about another country. They wanted to look up more, and to share what they found with whoever would listen.
- As we were studying Spanish-speaking countries, we listened to an African song by Armando Solis called “La Ronda”, and the students learned that Martin Varela donated some of the proceeds of this song to orphanages in Africa. After hearing this story, many students went out on their own to purchase the song on itunes, to help how they could.

#### Collaboration:
- How successful was the collaboration with other teachers within my subject group and/or from other subject groups?
- What interdisciplinary, if any, understandings were forged with other units?

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### Assessment:

...
<table>
<thead>
<tr>
<th>In what ways did the assessment task allow students to achieve at the highest descriptors?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are the skills that were taught articulating to the next level?</td>
</tr>
</tbody>
</table>

**Data collection:**
- What data am I collecting?
- For what purpose will the data be used?

Examples of the StoryBoards and Brochures were collected to use as visual aids for other levels of Spanish, as well as to use as examples for future Language Learners.
K. California Content Standards

Prepa Tec Scope and Sequence – 6 to 8 Core Content Areas

The core content areas for Year 1 are listed below, with sample IB inquiry projects and education standards. All sample projects integrate the International Baccalaureate (IB) Areas of Interaction with the California State Content Standards:

- Social Studies
- Language Arts
- Mathematics
- Science

IB Areas of interaction:

- Approaches to learning:
  - How do I learn best?
  - How do I know?
  - How do I communicate my understanding?

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

- Homo faber
  - Why and how do we create?
  - What are the consequences?

- Environment
  - Where do we live?
  - What resources do we have or need?
  - What are my responsibilities?

- Health and social education.
  - How do I think and act?
  - How am I changing?
  - How can I look after myself and others?

More particularly, the five areas of interaction:

- are embedded in the subjects and developed naturally through them

- provide both an organization and an extension of learning within and across the subjects, through the exploration of real-life issues

- inspire special activities and interdisciplinary projects

- form part of the framework for student inquiry and take investigative learning further than subject boundaries

- are a vehicle for refining conceptual understanding through different perspectives

- guide reflection and lead from knowledge to thoughtful action.
Social Studies Standards

6th Grade Standards Social Studies:

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.

2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

4. Know the significance of Hammurabi’s Code.

5. Discuss the main features of Egyptian art and architecture.

6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

7. Understand the significance of Queen Hatshepsut and Ramses the Great.

8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

9. Trace the evolution of language and its written forms.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan Ben Zaccai in the development of the Jewish religion.

4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles’ Funeral Oration).

3. State the key differences between Athenian, or direct, democracy and representative democracy.

4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s *Iliad* and *Odyssey*, and from Aesop’s *Fables*.

5. Outline the founding, expansion, and political organization of the Persian Empire.

6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

4. Outline the social structure of the caste system.

5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.

7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

**6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.**

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.

8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

**6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.

5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.

6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

**7th Grade Social Studies Standards**

**7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.**

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.

3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

**7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.**

1. Identify the physical features and describe the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life.

4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.

3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.

4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.

5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.

6. Describe the development of the imperial state and the scholar-official class.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.

3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.

5. Describe the importance of written and oral traditions in the transmission of African history and culture.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.

2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.

3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.

4. Trace the development of distinctive forms of Japanese Buddhism.

5. Study the ninth and tenth centuries’ golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu’s Tale of Genji.

6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).

5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).

6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).

9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

4. Describe the artistic and oral traditions and architecture in the three civilizations.

5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations’ agricultural systems.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities’ importance in the spread of Renaissance ideas.

3. Understand the effects of the reopening of the ancient “Silk Road” between Europe and China, including Marco Polo’s travels and the location of his routes.

4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.9 Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic Church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

3. Explain Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.

4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.

5. Analyze how the Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).

6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.

7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).

3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.

5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

8th Grade Social Science Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).

3. Analyze how the American Revolution affected other nations, especially France.

4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.

3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

5. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.

2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.

4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).

6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

2. Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).

3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.
1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).

3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.

6. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

2. Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

4. Examine the importance of the great rivers and the struggle over water rights.

5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

2. Discuss the abolition of slavery in early state constitutions.

3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.

5. Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), and the Compromise of 1850, Henry Clay’s role in the Missouri Compromise
and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

**8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.

7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

**8.11 Students analyze the character and lasting consequences of Reconstruction.**

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.

4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.

5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

**8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.**
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

8. Identify the characteristics and impact of Grangerism and Populism.

9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

SIX GRADE

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development
1.2 Identify and interpret figurative language and words with multiple meanings.
1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence,
and paragraph clues to determine meaning.

1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Structural Features of Informational Materials:
2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Expository Critique
2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.
2.7 Make reasonable assertions about a text through accurate, supporting citations.
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature:
3.1 Identify the forms of fiction and describe the major characteristics of each form.

Narrative Analysis of Grade-Level-Appropriate Text
3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
3.3 Analyze the influence of setting on the problem and its resolution.
3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).
3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.
Literary Criticism
3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus:
1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
1.2 Create multiple-paragraph expository compositions:
   a. Engage the interest of the reader and state a clear purpose.
   b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
   c. Conclude with a detailed summary linked to the purpose of the composition.
1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology
1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision:
1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.1 Write narratives:
   a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
   b. Include sensory details and concrete language to develop plot and character.
   c. Use a range of narrative devices (e.g., dialogue, suspense).
2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):
   a. State the thesis or purpose.
   b. Explain the situation.
   c. Follow an organizational pattern appropriate to the type of composition.
   d. Offer persuasive evidence to validate arguments and conclusions as needed.

2.3 Write research reports:
   a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
   b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
   c. Include a bibliography.

2.4 Write responses to literature:
   a. Develop an interpretation exhibiting careful reading, understanding, and insight.
   b. Organize the interpretation around several clear ideas, premises, or images.
   c. Develop and justify the interpretation through sustained use of examples and textual evidence.

2.5 Write persuasive compositions:
   a. State a clear position on a proposition or proposal.
   b. Support the position with organized and relevant evidence.
   c. Anticipate and address reader concerns and counterarguments.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure
1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar
1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation:
1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.
Capitalization
1.4 Use correct capitalization.

Spelling
1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension
1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
1.3 Restate and execute multiple-step oral instructions and directions.

Organization and Delivery of Oral Communication
1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications
1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
   a. Establish a context, plot, and point of view.
   b. Include sensory details and concrete language to develop the plot and character.
   c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).
2.2 Deliver informative presentations:
   a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
   b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

2.3 Deliver oral responses to literature:
   a. Develop an interpretation exhibiting careful reading, understanding, and insight.
   b. Organize the selected interpretation around several clear ideas, premises, or images.
   c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

2.4 Deliver persuasive presentations:
   a. Provide a clear statement of the position.
   b. Include relevant evidence.
   c. Offer a logical sequence of information.
   d. Engage the listener and foster acceptance of the proposition or proposal.

2.5 Deliver presentations on problems and solutions:
   a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
   b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

SEVENTH GRADE

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development:
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students
read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

**Structural Features of Informational Materials**

2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

2.2 Locate information by using a variety of consumer, workplace, and public documents.

2.3 Analyze text that uses the cause-and-effect organizational pattern.

**Comprehension and Analysis of Grade-Level-Appropriate Text**

2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

2.5 Understand and explain the use of a simple mechanical device by following technical directions.

**Expository Critique**

2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

**Structural Features of Literature**

3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

**Narrative Analysis of Grade-Level-Appropriate Text**

3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

**Literary Criticism**

3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

**Writing**

**1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
Organization and Focus
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology
1.4 Identify the topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision
1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

2.1 Write fictional or autobiographical narratives:
   a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
   b. Develop complex major and minor characters and a definite setting.
   c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

2.2 Write responses to literature:
   a. Develop interpretations exhibiting careful reading, understanding, and insight.
   b. Organize interpretations around several clear ideas, premises, or images from the literary work.
   c. Justify interpretations through sustained use of examples and textual evidence.

2.3 Write research reports:
   a. Pose relevant and tightly drawn questions about the topic.
   b. Convey clear and accurate perspectives on the subject.
c. Include evidence compiled through the formal research process (e.g., use of a card catalog, 
   Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, 
   dictionaries).


2.4 Write persuasive compositions:
   a. State a clear position or perspective in support of a proposition or proposal.
   b. Describe the points in support of the proposition, employing well-articulated evidence.
   c. Anticipate and address reader concerns and counterarguments.

2.5 Write summaries of reading materials:
   a. Include the main ideas and most significant details.
   b. Use the student's own words, except for quotations.
   c. Reflect underlying meaning, not just the superficial details.

**Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for 
writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to the grade 
level.

Sentence Structure
1.1 Place modifiers properly and use the active voice.

Grammar
1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
1.3 Identify all parts of speech and types and structure of sentences.
1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and 
   appropriate English usage (e.g., pronoun reference).

Punctuation
1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Capitalization
1.6 Use correct capitalization.

Spelling
1.7 Spell the derivatives correctly by applying the spellings of bases and affixes.
Listening and Speaking

1.0 Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

Comprehension
1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
1.2 Determine the speaker's attitude toward the subject.
1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Organization and Delivery of Oral Communication
1.4 Organize the information to achieve particular purposes, and to appeal to the background, and interests of the audience.
1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications
1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
   a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
   b. Describe complex major and minor characters and a definite setting.
   c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

2.2 Deliver oral summaries of articles and books:
   a. Include the main ideas of the event or article and the most significant details.
   b. Use the student's own words, except for material quoted from sources.
   c. Convey a comprehensive understanding of sources, not just superficial details.
2.3 Deliver research presentations:
   a. Pose relevant and concise questions about the topic.
   b. Convey clear and accurate perspectives on the subject.
   c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
   d. Cite reference sources appropriately.

2.4 Deliver persuasive presentations:
   a. State a clear position or perspective in support of an argument or proposal.
   b. Describe the points in support of the argument and employ well-articulated evidence.

EIGHTH GRADE

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development
1.1 Analyze the idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials
2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
2.2 Analyze text that uses proposition and support patterns.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.3 Find the similarities and differences between texts in the treatment, scope, or organization of ideas.
2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
2.5 Understand and explain the use of a complex mechanical device by following technical directions.
2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Expository Critique
2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature
3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

Narrative Analysis of Grade-Level-Appropriate Text
3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Literary Criticism
3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus
1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology
1.4 Plan and conduct multiple-step information searches by using computer networks and modems.

Evaluation and Revision
1.6 Revise the writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

2.1 Write biographies, autobiographies, short stories, or narratives:
   a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
   b. Reveal the significance of, or the writer's attitude about, the subject.
   c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Write responses to literature:
   a. Exhibit careful reading and insight in their interpretations.
   b. Connect the student's own responses to the writer's techniques and to specific textual references.
   c. Draw supported inferences about the effects of a literary work on its audience.
   d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

2.3 Write research reports:
   a. Define a thesis.
   b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
   c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
   d. Organize and display information on charts, maps, and graphs.

2.4 Write persuasive compositions:
   a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
   b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
   c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
2.5 Write documents related to career development, including simple business letters and job applications:
   a. Present information purposefully and succinctly and meet the needs of the intended audience.
   b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

2.6 Write technical documents:
   a. *Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.*
   b. *Include all the factors and variables that need to be considered.*
   c. *Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.*

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

*Sentence Structure*
1.1 Use the correct and varied sentence types, and sentence openings to present a lively and effective personal style.
1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

*Grammar*
1.4 Edit written manuscripts to ensure that correct grammar is used.

*Punctuation and Capitalization*
1.5 Use correct punctuation and capitalization.

*Spelling*
1.6 Use the correct spelling conventions.

**Listening and Speaking**

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

*Comprehension*
1.1 Analyze oral interpretations of literature, including the language choice and delivery, and the effect of the interpretations on the listener.
1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

**Organization and Delivery of Oral Communication**

1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

1.7 Use audience feedback (e.g., verbal and nonverbal cues):
   a. Reconsider and modify the organizational structure or plan.
   b. Rearrange words and sentences to clarify the meaning.

**Analysis and Evaluation of Oral and Media Communications**

1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
   a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
   b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
   c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Deliver oral responses to literature:
   a. Interpret a reading and provide insight.
   b. Connect the students' own responses to the writer's techniques and to specific textual references.
   c. Draw supported inferences about the effects of a literary work on its audience.
   d. Support judgments through references to the text, other works, other authors, or personal knowledge.

2.3 Deliver research presentations:
   a. Define a thesis.
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.

c. Use a variety of primary and secondary sources and distinguish the nature and value of each.

d. Organize and record information on charts, maps, and graphs.

2.4 Deliver persuasive presentations:

a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).

b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.

c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.

d. Maintain a reasonable tone.

2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Grade Six Mathematics

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about π and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Number Sense

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:

1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.

1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b, a to b, a:b).

1.3 Use proportions to solve problems (e.g., determine the value of N if 4/7 = N/21, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:
2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.

2.2 Explain the meaning of multiplication and division of positive fractions and per \( \frac{5}{8} \div \frac{15}{8} \times 16 \) form the calculations (e.g., \( \frac{5}{16} = \frac{5}{15} = \frac{2}{3} \)).

2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.

2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).

**Algebra and Functions**

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:

1.1 Write and solve one-step linear equations in one variable.

1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.

1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.

1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.

2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:

2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).

2.2 Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.

2.3 Solve problems involving rates, average speed, distance, and time.

3.0 Students investigate geometric patterns and describe them algebraically:

3.1 Use variables in expressions describing geometric quantities (e.g., \( P = 2w + 2l \), \( A = \frac{1}{2} bh \), \( C = \pi d \)—the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).

3.2 Express in symbolic form simple relationships arising from geometry.

**Measurement and Geometry**

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:

1.1 Understand the concept of a constant such as \( \pi \); know the formulas for the circumference and area of a circle.

1.2 Know common estimates of \( \pi \) (3.14; \( \frac{22}{7} \)) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.
1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base × height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

**2.0 Students identify and describe the properties of two-dimensional figures:**

2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.
2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.
2.3 Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).

**Statistics, Data Analysis, and Probability**

1.0 **Students compute and analyze statistical measurements for data sets:**

1.1 Compute the range, mean, median, and mode of data sets.
1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.
1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.
1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.

2.0 **Students use data samples of a population and describe the characteristics and limitations of the samples:**

2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.
2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.
2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.
2.4 Identify data that represent sampling errors and explain why the sample (and the display) might be biased.
2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.

3.0 **Students determine theoretical and experimental probabilities and use these to make predictions about events:**

3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.
3.2 Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).
3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if \( P \) is the probability of an event, \( 1-P \) is the probability of an event not occurring.

3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.

3.5 Understand the difference between independent and dependent events.

**Mathematical Reasoning**

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.6 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.7 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.

**Grade Seven Mathematics**

California By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and
properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Number Sense

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:

1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
1.4 Differentiate between rational and irrational numbers.
1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.
1.6 Calculate the percentage of increases and decreases of a quantity.
1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

2.0 Students use exponents, powers, and roots and use exponents in working with fractions:

2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.
2.2 Add and subtract fractions by using factoring to find common denominators.
2.3 Multiply, divide, and simplify rational numbers by using exponent rules.
2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.
2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

Algebra and Functions

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:
1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).

1.2 Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)$.

1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.

1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.

1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

2.0 Students interpret and evaluate expressions involving integer powers and simple roots:

2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

3.0 Students graph and interpret linear and some nonlinear functions:

3.1 Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.

3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).

3.3 Graph linear functions, noting that the vertical change (change in $y$-value) per unit of horizontal change (change in $x$-value) is always the same and know that the ratio (“rise over run”) is called the slope of a graph.

3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

4.0 Students solve simple linear equations and inequalities over the rational numbers:

4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.

Measurement and Geometry

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:

1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).
1.2 Construct and read drawings and models made to scale.
1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:

2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.
2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.
2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.
2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or \(1 \text{ ft}^2 = 144 \text{ in}^2\), 1 cubic inch is approximately 16.38 cubic centimeters or \(1 \text{ in}^3 = 16.38 \text{ cm}^3\)).

3.0 Students know the Pythagorean Theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:

3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, midpoints, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.
3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.
3.3 Know and understand the Pythagorean Theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.
3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.
3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.
3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).

Statistics, Data Analysis, and Probability

1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:

1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.
1.2 Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

**Mathematical Reasoning**

**1.0 Students make decisions about how to approach problems:**

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

**2.0 Students use strategies, skills, and concepts in finding solutions:**

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Make and test conjectures by using both inductive and deductive reasoning.

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.8 Make precise calculations and check the validity of the results from the context of the problem.

**3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:**

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

**Grade Eight Mathematics**

The standards for grades eight through twelve are organized differently from those for kindergarten through grade seven. In this section strands are not used for organizational purposes as they are in the elementary grades
because the mathematics studied in grades eight through twelve falls naturally under discipline headings: algebra, geometry, and so forth. Many schools teach this material in traditional courses; others teach it in an integrated fashion. To allow local educational agencies and teachers the flexibility in teaching the material, the standards for grades eight through twelve do not mandate that a particular discipline be initiated and completed in a single grade. The core content of these subjects must be covered; students are expected to achieve the standards however these subjects are sequenced.

Standards are provided for algebra I, geometry, algebra II, trigonometry, mathematical analysis, linear algebra, probability and statistics, Advanced Placement probability and statistics, and calculus. Many of the more advanced subjects are not taught in every middle school or high school. Moreover, schools and districts have different ways of combining the subject matter in these various disciplines. For example, many schools combine some trigonometry, mathematical analysis, and linear algebra to form a pre-calculus course. Some districts prefer offering trigonometry content with algebra II.

By grade eight, students' mathematical sensitivity should be sharpened. Students need to start perceiving logical subtleties and appreciate the need for sound mathematical arguments before making conclusions. As students progress in the study of mathematics, they learn to distinguish between inductive and deductive reasoning; understand the meaning of logical implication; test general assertions; realize that one counterexample is enough to show that a general assertion is false; understand conceptually that although a general assertion is true in a few cases, it is not true in all cases; distinguish between something being proven and a mere plausibility argument; and identify logical errors in chains of reasoning.

Mathematical reasoning and conceptual understanding are not separate from content; they are intrinsic to the mathematical discipline students master at more advanced levels.

Algebra I

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:

1.1 Students use properties of numbers to demonstrate whether assertions are true or false.

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising it to a fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$. 

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5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

19.0 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
21.0 Students graph quadratic functions and know that their roots are the $x$-intercepts.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the $x$-axis in zero, one, or two points.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument:

24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

24.2 Students identify the hypothesis and conclusion in logical deduction.

24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

**Science Content Standards**

**Grade Six Science**

**Focus on Earth Science**

**Plate Tectonics and Earth's Structure**

1. **Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:**
   
   a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
   
   b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.

d. Students know that earthquakes are sudden motions along breaks in the crust called faults, and volcanoes and fissures are locations where magma reaches the surface.

e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.

f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.

g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

**Shaping Earth's Surface**

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
   
   a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.
   
   b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
   
   c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
   
   d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

**Heat (Thermal Energy) (Physical Sciences)**

3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:

   a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
   
   b. Students know that when fuel is consumed, most of the energy released becomes heat energy.
   
   c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
   
   d. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

**Energy in the Earth System**

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

   a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
   
   b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.
   
   c. Students know heat from Earth's interior reaches the surface primarily through convection.
   
   d. Students know convection currents distribute heat in the atmosphere and oceans.
e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Sciences)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
   a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
   b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
   c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
   d. Students know different kinds of organisms may play similar ecological roles in similar biomes.
   e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:
   a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
   b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
   c. Students know the natural origin of the materials used to make common objects.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Develop a hypothesis.
   b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
   c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
   d. Communicate the steps and results from an investigation in written reports and oral presentations.
   e. Recognize whether evidence is consistent with a proposed explanation.
   f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
   g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

Grade Seven Science  
Focus on Life Science

Cell Biology

1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:
   a. Students know cells function similarly in all living organisms.
   b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
   c. Students know the nucleus is the repository for genetic information in plant and animal cells.
   d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
   e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
   f. Students know that as multi-cellular organisms develop, their cells differentiate.

Genetics

2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:
   a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
   b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.
   c. Students know an inherited trait can be determined by one or more genes.
   d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
   e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

Evolution

3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:
   1. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.
   2. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
   3. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
4. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.

5. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

**Earth and Life History (Earth Sciences)**

4. **Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:**
   a. Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
   b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
   c. Students know that the rock cycle includes the formation of new sediment and that rocks are often found in layers, with the oldest generally on the bottom.
   d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
   e. Students know fossils provide evidence of how life and environmental conditions have changed.
   f. Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
   g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

**Structure and Function in Living Systems**

5. **The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:**
   a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
   b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
   c. Students know how bones and muscles work together to provide a structural framework for movement.
   d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
   e. Students know the function of the umbilicus and placenta during pregnancy.
   f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
   g. Students know how to relate the structures of the eye and ear to their functions.

**Physical Principles in Living Systems (Physical Sciences)**

6. **Physical principles underlie biological structures and functions. As a basis for understanding this concept:**
a. Students know visible light is a small band within a very broad electromagnetic spectrum.
b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
c. Students know light travels in straight lines if the medium it travels through does not change.
d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
f. Students know light can be reflected, refracted, transmitted, and absorbed by matter.
g. Students know the angle of reflection of a light beam is equal to the angle of incidence.
h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
j. Students know that contractions of the heart generate blood pressure and that heart valves prevent back flow of blood in the circulatory system.

**Investigation and Experimentation**

7. **Scientific progress is made by asking meaningful questions and conducting careful investigations.** As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
   b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
   c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
   d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
   e. Communicate the steps and results from an investigation in written reports and oral presentations.

**Grade Eight Science**

**Focus on Physical Science**

**Motion**

1. **The velocity of an object is the rate of change of its position.** As a basis for understanding this concept:
   a. Students know position is defined in relation to some choice of a standard reference point and a set of reference directions.
   b. Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
   c. Students know how to solve problems involving distance, time, and average speed.
d. Students know the velocity of an object must be described by specifying both the direction and the speed of the object.
e. Students know changes in velocity may be due to changes in speed, direction, or both.
f. Students know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

Forces

2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
   a. Students know a force has both direction and magnitude.
   b. Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
   c. Students know when the forces on an object are balanced, the motion of the object does not change.
   d. Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
   e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
   f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
   g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

Structure of Matter

3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:
   a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.
   b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
   c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of Na Cl or long-chain polymers.
   d. Students know the states of matter (solid, liquid, gas) depend on molecular motion.
   e. Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
   f. Students know how to use the periodic table to identify elements in simple compounds.

Earth in the Solar System (Earth Sciences)

4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:
   a. Students know galaxies are clusters of billions of stars and may have different shapes.
b. Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.

c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.

d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.

e. Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Reactions

5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:

   a. Students know reactant atoms and molecules interact to form products with different chemical properties.

   b. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.

   c. Students know chemical reactions usually liberate heat or absorb heat.

   d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.

   e. Students know how to determine whether a solution is acidic, basic, or neutral.

Chemistry of Living Systems (Life Sciences)

6. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:

   a. Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.

   b. Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.

   c. Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

Periodic Table

7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:

   a. Students know how to identify regions corresponding to metals, nonmetals, and inert gases.

   b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.

   c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.
Density and Buoyancy

8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:
   a. Students know density is mass per unit volume.
   b. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
   c. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
   d. Students know how to predict whether an object will float or sink.

Investigation and Experimentation

9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Plan and conduct a scientific investigation to test a hypothesis.
   b. Evaluate the accuracy and reproducibility of data.
   c. Distinguish between variable and controlled parameters in a test.
   d. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data.
   e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
   f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure × area, volume = area × height).
   g. Distinguish between linear and nonlinear relationships on a graph of data.
Prepa Tec/Academia Moderna  
2410 Broadway  
Walnut Park, CA 90255  
(323) 923-0383

All information requested and enrollment packet must be filled out completely and returned by the assigned due date in order to reserve your child’s spot at Prepa Tec/Academia Moderna Charter School. The same enrollment rule applies for all candidates.

Toda la información y paquete de registracion debe ser llenado por completo y entregado en la fecha indicada para reservar el campo de su hijo/a en Prepa Tec/Academia Moderna Charter School. La misma regla se aplica para todos los candidatos.

Due Date__________________ Fecha de vencimiento_____________________

Please do not tear off this page.     Por favor de no quitar esta pagina.
New Student Registration Form 2012-2013

Student Information

First Name: ___________________________ Middle: ___________ Last Name: ___________________________

Address: ____________________________________________________________________________________________ Apt#: ______

City: ___________________________ State:__________ Zip: ___________________________

Phone: (____) ______-__________

Student’s Date of Birth: (mm/dd/yyyy) ______/_____/_______

Student’s gender: (Check one only) ☐ F= Female ☐ M= Male

Student’s Primary Race/Ethnicity: (Check one only)

0998 = Alaskan Native or American Indian (Please specify):
☐ Cherokee ☐ Chippewa ☐ Choctaw ☐ Navajo ☐ Pueblo
☐ Sioux ☐ Other: ____________________________

0999 = Asian (Please specify)
☐ Asian Indian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean
☐ Vietnamese ☐ Other: ____________________________

1000 = Black or African American (Please specify if known)
☐ Other: ____________________________

1001 = Hawaiian or other Pacific Islander (Please specify)
☐ Guamanian ☐ Hawaiian ☐ Samoan ☐ Other:____________________

2304 = Hispanic or Latino (Please specify):
☐ Argentinean ☐ Colombian ☐ Cuban ☐ Dominican ☐ Mexican Amer.
☐ Nicaraguan ☐ Puerto Rican ☐ Salvadoran ☐ Spaniard ☐ Other:____________________

1002 = White (Please specify if known)
☐ Other: ____________________________

Student is applying for grade: (Check one only)

☐ 0 = Kindergarten ☐ 1 = 1st Grade ☐ 2 = 2nd Grade ☐ 3 = 3rd Grade
☐ 4 = 4th Grade ☐ 5 = 5th Grade ☐ 6 = 6th Grade ☐ 7 = 7th Grade
☐ 8 = 8th Grade ☐ 9 = 9th Grade ☐ 10 = 10th Grade ☐ 11 = 11th Grade
☐ 12 = 12th Grade

This is the _____ time the student has ever entered this grade level (check one only).

☐ 1 = First Time ☐ 2 = Second Time ☐ 3 = Third Time

English Proficiency of the student: (Check one only)

☐ 1633 = Native English Speaker ☐ 1634 = Fluent English Speaker
☐ 1635 = Non-English speaking ☐ 1636 = Redesignated as fluent English proficient
☐ 1637 = Status Unknown ☐ 2349 = Limited English proficient/English Language Learner

Primary language spoken at home (Check one only):

- 309 -
Before attending this charter school, the student attended:
School Name: _____________________________________
School City:________________________

The school the student attended previously can be categorized as: (Check one only)

Public:
- 1821 = Public, same district
- 1822 = Public, different district in the same state
- 1823 = Public, different state

Private:
- 1824 = Private, non-religiously-affiliated, same district
- 1825 = Private, non-religiously-affiliated, different district, same state
- 1826 = Private, non-religiously-affiliated, different state
- 1827 = Private, religiously-affiliated, same district
- 1828 = Private, religiously-affiliated, different district, same state
- 1829 = Private, religiously-affiliated, different state

Non-existent or Foreign:
- 1838 = Original Entry into US school (no previous school)
- 1839 = Original entry into US school (from foreign country with no schooling interruption)
- 1840 = Original entry into US school (from foreign country with schooling interruption.)
- 1830 = Located outside of the country

Other
- 1831 = Institution (example: correctional facility)
- 1832 = Charter school
- 1833 = Home schooling
- 1834 = Matriculating (in other words, passed previous school’s highest grade level)
- 9999 = Other

Has the student taken a standardized test and been determined “Gifted?” 0002 = Yes 0232 = No

Has the student been classified by Special Education Services with any of the following disabilities? (Check all that apply)
- 2121 = Autistic/Autism
- 2122 = Deaf-blindness
- 2123 = Hearing impairment
- 2124 = Mental retardation
- 2125 = Multiple disabilities
- 2126 = Orthopedic impairment
- 2127 = Emotional Disturbance
- 2128 = Specific learning disability
- 2129 = Speech or language impairment
- 2130 = Traumatic brain injury
- 2131 = Visual impairment (e.g. blindness, etc…)
- 2132 = Other health impairment
- 2133 = Deafness
- 2134 = Developmental delay
- 2135 = Infants and Toddlers with disabilities
- 9998 = None

How far is the school from your home?  ,  ,  (Approximate distance in miles)

How many times has the student’s family moved in the past 12 months?

In the student’s home:

Approximately how many books are there where the student resides?  
Is there a computer at home? (e.g. desktop/laptop) 0002 = Yes 0232 = No
Is there Internet access at home? 0002 = Yes 0232 = No
Is there a quiet place for the student to study at home? 0002 = Yes 0232 = No
Was any adult employed for income over the past two weeks?  

- 0002 = Yes  
- 0232 = No

Migratory Status: Does the student’s Parent or Guardian maintain primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis?  

- 1641 = Yes  
- 1643 = No

Lunch Status: Under federal meal program guidelines, this student qualifies for the following lunch status: (Check one only)  

- F = Free lunch  
- FDC = Free lunch in District of Columbia  
- P = Full pay  
- R = Reduced-price lunch  
- I don’t know. (School will gather this data.)

Among all parents and guardians residing with the student, what is the highest level of education? (Check one only)

<table>
<thead>
<tr>
<th>Elementary/Middle/High School</th>
<th>College and Beyond</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>0789 = Pre-Kindergarten</td>
<td>1049 = Some college but no degree</td>
<td>0819 = Vocational Certificate</td>
</tr>
<tr>
<td>0805 = Kindergarten</td>
<td>1050 = Associate's degree</td>
<td>1046 = Adult Basic Education Diploma</td>
</tr>
<tr>
<td>0790 = 1st Grade</td>
<td>1051 = Bachelor/Baccalaureate degree (BA, AB, BS, etc..)</td>
<td>1047 = Formal certificate or diploma (less than one yr.)</td>
</tr>
<tr>
<td>0791 = 2nd Grade</td>
<td>1052 = Graduate certificate</td>
<td>1048 = Formal certificate or diploma (more than or equal to one year)</td>
</tr>
<tr>
<td>0792 = 3rd Grade</td>
<td>1053 = First professional degree (e.g. DC, DDS, MD, DO, DVM, LLB, JD, M.Div.)</td>
<td>2408 = H.S.completers (e.g certificate of attendance)</td>
</tr>
<tr>
<td>0793 = 4th Grade</td>
<td>1054 = Master's degree (e.g. MA, MS, M.Ed, MSW, MBA.)</td>
<td>2409 = H.S. equivalency (e.g.GED)</td>
</tr>
<tr>
<td>0794 = 5th Grade</td>
<td>1055 = Specialist's degree (e.g. Ed.S)</td>
<td>1043 = No school completed</td>
</tr>
<tr>
<td>0795 = 6th Grade</td>
<td>1056 = Post-Professional degree</td>
<td>9999 = Other</td>
</tr>
<tr>
<td>0796 = 7th Grade</td>
<td>1057 = Doctoral degree (e.g. Ph.D, Ed.D)</td>
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<tr>
<td>0797 = 8th Grade</td>
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<tr>
<td>0798 = 9th Grade</td>
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<tr>
<td>0799 = 10th Grade</td>
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<td></td>
</tr>
<tr>
<td>0800 = 11th Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1044 = H.S. diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1809 = 12th grade, no diploma</td>
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</tr>
</tbody>
</table>

END of Student Information.
Parent/Guardian/Family Information

Parent/Guardian 1

First Name: ___________________________ Middle: ___________ Last Name: ___________________________

Address: _________________________________________________________________________________Apt#: __________

City: ________________________________ State: ___ ___ Zip: _________________________________

Home Phone: ___________________________ WorkPhone: ______________________________________

Relationship to student: _________________________________________________________________

Parent/Guardian 2

First Name: ___________________________ Middle: ___________ Last Name: ___________________________

Address: _________________________________________________________________________________Apt#: __________

City: ________________________________ State: ___ ___ Zip: _________________________________

Home Phone: ___________________________ WorkPhone: ______________________________________

Relationship to student: _________________________________________________________________

Does the student have any siblings?

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Current School</th>
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<tbody>
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</table>
# Emergency Contact Information

<table>
<thead>
<tr>
<th>First Name: ___________________________</th>
<th>Last Name: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: _______________________________</td>
<td>Apt#: __________________</td>
</tr>
<tr>
<td>City, State, Zip: ______________________</td>
<td></td>
</tr>
</tbody>
</table>

Emergency Phone Number: ________________________  This is (Check One Only) ☐ Cell ☐ Work ☐ Home

Relationship to student: ___________________________

**END of Parent/Guardian Information**
## STUDENT INFORMATION

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Initial</th>
<th>Last Name</th>
<th>DOB (MM/DD/YY)</th>
<th>Gender</th>
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</thead>
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<tr>
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<td></td>
<td>M/F</td>
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</table>

Grade Level
- [ ] Grade 6
- [ ] Grade 7
- [ ] Grade 8

(ADDITIONAL STUDENT)

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</table>

Grade Level
- [ ] Grade 6
- [ ] Grade 7
- [ ] Grade 8

## PARENT/GUARDIAN INFORMATION

<table>
<thead>
<tr>
<th>Parent/Guardian #1 (First/Middle/Last)</th>
<th>Relationship to Student</th>
<th>Home Phone</th>
<th>Cell Phone</th>
<th>Work Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian #2 (First/Middle/Last)</td>
<td>Relationship to Student</td>
<td>Home Phone</td>
<td>Cell Phone</td>
<td>Work Phone</td>
</tr>
</tbody>
</table>

Address
- City
- State
- Zip
- Preferred email address

## NEIGHBORHOOD SCHOOL INFORMATION

- Neighborhood School Name
- Neighborhood School District
- My child currently attends (School Name/District)

Parent/Guardian Signature | Date