

Charter Renewal Petition for a Five-Year Term
(July 1, 2026 to June 30, 2031)

**Submitted August 21, 2025
to the
Los Angeles Unified School District
Board of Education**

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Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

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

the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

GENERAL INFORMATION

Section 1.1a General Information

<u>GENERAL INFORMATION</u>	
The name and title of the contact person for the Charter School is:	Janette Rodriguez-Pack, CEO
The contact address for Charter School is:	3200 W Adams Blvd. Los Angeles, CA 90018
The contact phone number for Charter School is:	(323) 795-0695
The current address of the Charter School is:	1374 W 35th Street Los Angeles, CA 90007
This location is in LAUSD Board District:	1
This location is in LAUSD Region:	Central
The grade configuration of Charter School is:	TK-5
The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	331
The grade level(s) of the students in the first year will be:	TK-5
<i>Charter School’s scheduled first day of instruction in 2026-2027 is:</i>	August 10, 2026
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	370
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional

The regular bell schedule (e.g., daily hours) for the Charter School will be:	See 1.18 Sample Daily Schedules
The term of this Charter for Middle and High performing schools:	July 1, 2026 - June 30, 2031

Section 1.1b Community Need for the Charter School

STEM Preparatory Elementary School (STEM Prep ES or SPES) is one of three schools operated by STEM Preparatory Schools, Inc., providing access to high-quality, STEM-focused education in the West Adams, Jefferson Park, and Exposition Park community. It is part of a unified K–12 pathway alongside Crown Preparatory Academy (CPA; grades 5–8) and Math and Science College Preparatory (MSCP; grades 9–12). Together, these schools—collectively known as STEM Prep Schools—are committed to disrupting persistent inequities in STEM education by increasing access and opportunity for women, students of color, and other historically marginalized groups. We cultivate a community of students and educators who approach problem-solving with collaboration, innovation, passion, and perseverance. STEM Prep Schools emphasize the holistic development of each child—socially, emotionally, physically, and intellectually—and uphold high standards of academic integrity, leadership, and citizenship. Through our programs, students gain the tools, knowledge, and skills to thrive as contributing members of both the school community and the global society.

STEM Prep and SPES are creating a pipeline of individuals who will transform their community by closing the socio-economic, ethnic, and gender gaps in STEM fields. We are doing this by preparing a highly-qualified, diverse student population in STEM subjects, better enabling our students to achieve success in high-demand, high-income, high-impact careers by ensuring not only college acceptance, but also college retention, graduation, and job placement.

STEM Prep ES has served the community of Exposition Park since 2018, and we understand the challenges children and families in the area face. Our schools operate in densely populated residential urban areas of South Los Angeles and our families are disproportionately poorer and less educated than the general population of the City of Los Angeles. STEM Prep Elementary has been serving our school community at a private facility at 1374 W. 35th Street, Los Angeles, CA 90007, since we opened. It is truly a racially diverse community, with only a slight majority of residents being Hispanic/Latino (52.6%), and the remaining residents a mix of White (29.3%), African American (8.5%), Asian (18.6%) and individuals of two or more races (14.4%).¹ In the 2024-25 school year, SPES served 303 students in grades TK-5. SPES’s student population includes 83.5%² who qualify for free or reduced-price lunch, a proxy for student poverty. Our student population is 79.9% Latino/Hispanic and 16.2% African American.³ Our English Learners are 17.5% of our student body and 11.6% of our students are Reclassified Fluent English Proficient (RFEP). Approximately 13.9% of SPES students qualify for special education services and 0.9% are homeless.

¹ <https://data.census.gov/table/ACSST5Y2023.S0501?q=ZCTA5+90007>

²

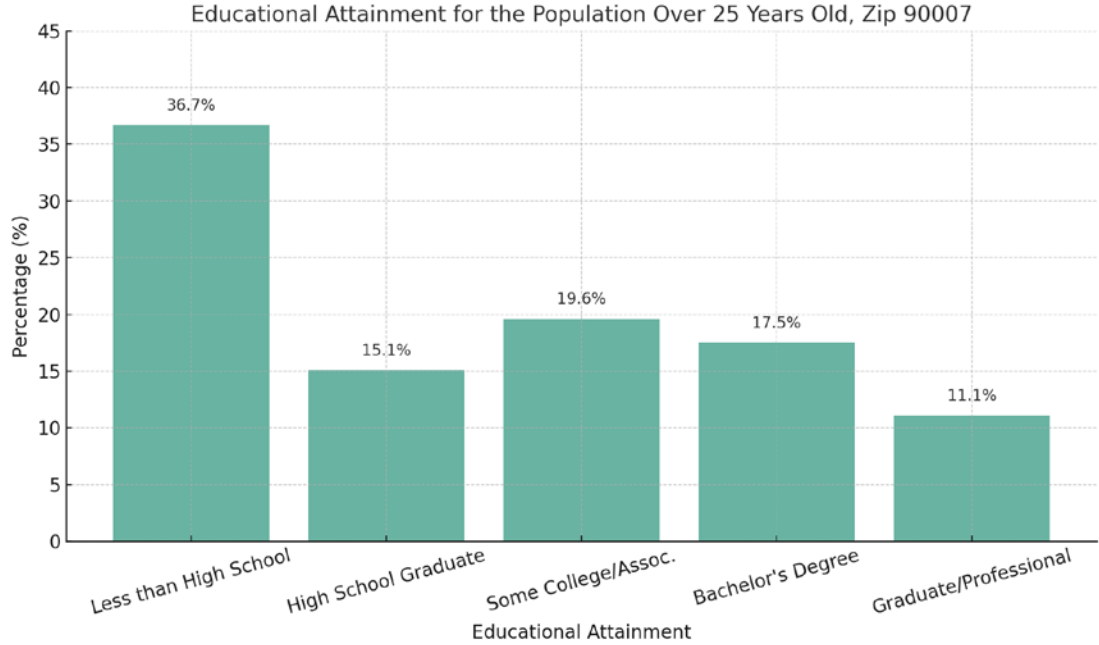
<https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647330136986&aggllevel=school&year=2024-25&ro=y&ro=y>

³

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647330136986&aggllevel=school&year=2024-25&ro=y>

As detailed throughout this petition, we know our students face significant challenges outside of school. Our small school setting is a welcome alternative for our families who seek a more personalized environment for their children with STEM-focused learning at the youngest grades.

While zip code 90007 is the home to the University of Southern California, only 17.5% of the area’s residents over 25 have completed a bachelor’s degree and 36.7% did not complete high school.⁴



Many of our students will be the first in their families to attend college or even complete high school. Based on income data for residents aged 16 and over in zip code 90007, the majority of individuals earn far below what is required to sustain a family in Los Angeles. Over 46% of earners make less than \$35,000 annually, with 28.8% earning between \$25,000 and \$34,999 and another 17.3% earning under \$25,000, including those earning less than \$10,000 per year.⁵ Only 13.9% of earners report making \$75,000 or more—a level that still falls short of what’s needed to support a family of four in the region.

⁴ <https://data.census.gov/table/ACSST5Y2023.S0501?q=ZCTA5+90007>

⁵ <https://data.census.gov/table/ACSST5Y2023.S0502?q=90007>



According to the MIT Living Wage Calculator,⁶ two working adults with two children in Los Angeles County must each earn \$32.69/hour—a combined annual income of approximately \$136,000—to meet basic living needs without public assistance. Even households with fewer children face high thresholds: a dual-earner couple with one child must each earn \$26.71/hour, and childless couples need \$18.83/hour per adult to be self-sufficient. By comparison, the 2025 federal poverty line for a family of four is \$32,150, which equates to just \$7.73/hour per adult. These figures make clear that despite being employed, a substantial proportion of 90007 residents are living in or near poverty when measured against the true cost of living in Los Angeles. These data underscore the importance of providing a TK - 12 pipeline to college and careers that can provide a bridge to greater opportunities for families living in our community.

Operational History and Success

The majority of SPES students matriculate to Crown Preparatory Academy (CPA) followed by Math and Science College Prep (MSCP) and are achieving excellent outcomes:

- In 2014, CPA and MSCP were awarded the prestigious Gold Ribbon School recognition by the California Department of Education (CDE), two out of only 18 schools in the Los Angeles Unified School District honored for gains in implementing academic content and performance standards.
- MSCP was also recognized in 2015 as a Title I Academic Achieving School for success with a majority low-income student population.
- STEM Prep participates in Project Lead the Way (“PLTW”), where students engage in hands-on projects that prepare them for careers in Science, Technology and Engineering. CPA was named a “PLTW Distinguished School” two years in a row for achieving exemplary results (2017-18 & 2018-19).

⁶ <https://livingwage.mit.edu/counties/06037>

- In both 2021 and 2024, MSCP was named a California Distinguished School, placing us in the top 7–8% of public secondary schools in California.

In addition to this prominent recognition, MSCP has also achieved the following highlights:

- 99.2–100% high school graduation rate across all charter years
- 100% A–G course completion rate every year from 2018 to 2024 (with the exception of 95% in 2021 due to pandemic-related diploma flexibility)
- 100% of the Class of 2023 accepted to a four-year college; 68% declared STEM majors
- More than 700 MSCP graduates have enrolled in college since 2017
- College-going rate for the Class of 2022: 79% (compared to 62% statewide average)

Additional Achievements & Distinctions:

- 259 graduates earned the Golden State Seal Merit Diploma
- 211 students earned the State Seal of Biliteracy
- In 2018, MSCP received the College Board AP Computer Science Female Diversity Award
- In 2019, STEM Prep (including SPES) was selected to join the Bill and Melinda Gates Foundation’s Network Improvement Community (NIC), with our inclusive practices featured by RTI International and presented at the Carnegie Summit
- MSCP graduates have been accepted to top-tier institutions including Stanford, UCLA, UC Berkeley, USC, Harvard, Yale, Dartmouth, Howard, UPenn, Brown, Columbia, and Cornell
- Students have received prestigious scholarships and honors such as:
 - The Gates Scholarship, Posse Foundation, QuestBridge
 - Fulfillment Fund, Kayne Scholars, National Honor Society
- SPES was awarded \$75,000 from Snap, Inc., in 2024 through a partnership with Kaboom, a national nonprofit focused on play equity, to develop a new playground for our students.

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

At STEM Prep ES, Twig Science by Imagine Learning and PLTW Launch’s interdisciplinary modules help bring learning and science to life for our youngest students. Twig Science is a NGSS-aligned science program full of exciting, real-world STEM challenges that spark student engagement and a long-lasting love of science, while PLTW is an interactive STEM curriculum used at both our middle school, CPA, and high school, MSCP. PLTW offers a comprehensive and sequenced approach to STEM education via activity-, project-, and problem-based curriculum, including comprehensive teacher training and

curricular resources. At MSCP, PLTW's nationally-recognized and "gold standard" programs in Engineering, Biomedicine and Computer Science are enabling our students to participate in hands-on, real-world STEM learning in a dynamic and engaging way. At CPA, the PLTW Gateway program helps middle grade students during a period of important transition explore and figure out what they are passionate about and how this relates to who they will become in the future. Through sequenced units in computer science, engineering and biomedical science, students lead their own discovery via a hands-on program that boosts classroom engagement and excitement, drives collaboration, and inspires "aha moments" and deep comprehension.

The program empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them. And as students engage in hands-on activities using technology (including robotics), electric circuitry, and engage in medical "mystery" and "crime" solving, they become creative, collaborative problem solvers ready to take on any challenge.⁷

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

STEM Prep ES, along with Crown Prep and Math & Science College Prep, provides a TK-12 articulation program that has built students' ability to be problem solvers, explorers of content, and passionate about STEM education through 14 years of public schooling.

SELF-REFLECTION

This section presents a comprehensive self-reflection on the performance of STEM Preparatory Elementary School (SPES) over its current charter term. It examines the school's academic outcomes, the success of its educational model, and its responsiveness to the needs of the community and student populations it serves. Through a transparent analysis of both successes and challenges, this reflection demonstrates that SPES has faithfully implemented its unique educational program, resulting in a clear and measurable trajectory of academic growth. The evidence presented herein makes a compelling case that SPES has the capacity, strategic focus, and commitment to continuous improvement necessary to continue its vital work for another five-year term, in full alignment with the renewal criteria set forth by the Los Angeles Unified School District (LAUSD).

Section 1.2a Academic Performance Data

The academic performance of SPES over the charter term is a story of deliberate, strategic improvement. While absolute proficiency levels on state assessments reflect the significant academic needs of the student population upon entry, a multi-year analysis of the school's verified growth data provides clear and convincing evidence of an effective and continuously improving educational program.

⁷ <https://www.pltw.org/our-programs/pltw-gateway>

The data demonstrate that SPES is a responsive, learning organization that can successfully identify challenges, implement targeted strategies, and produce significant academic gains. This positive trajectory, particularly in mathematics, proves the school’s instructional engine is successfully accelerating student learning and is outperforming local alternatives while steadily closing gaps relative to state benchmarks.

Evidence of Meeting Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

STEM Prep Elementary fits into the middle tier as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

Dashboard Performance (2022-2024)

When comparing SPES to the Dashboard by level and color over the last three years, SPES is performing at or better than the state.

SPES and California State School Dashboard Indicators, 2021-22 through 2023-24

	2021-22			2022-23			2023-24		
Indicator	SPES	State	SPES v State	SPES	State	SPES v State	SPES	State	SPES v State
ELA	Low	Low	Same	Orange	Orange	Same	Yellow	Orange	Better
Math	Low	Low	Same	Yellow	Orange	Better	Orange	Orange	Same
ELPI	Very Low	Medium	Better	Blue	Yellow	Better	Orange	Orange	Same
Chronic Absentee	Very High	Very High	Same	Yellow	Yellow	Same	Yellow	Yellow	Same
Suspension Rate	Very Low	Medium	Better	Blue	Orange	Better	Blue	Green	Better

Key highlights from the 2023-24 Dashboard include:

1. ELA Performance
2. Math Performance
3. English Learner Progress
4. Positive School Climate
5. Local Indicators

ELA Performance: The school's overall ELA performance color has improved each year, moving from "Low" in 2022 to "Yellow" in 2024. While this demonstrates progress, the underlying Distance from Standard (DFS) data shows a more complex path: a decline from -43.8 in 2022 to -51.2 in 2023, followed by a rebound to -46.6 in 2024. This recent upward trend signals the school's ability to identify and respond to instructional challenges. However, the school's 2024 ELA performance remains below the statewide average for the "All Students" group (-46.6 vs. -13.2) and for its other numerically significant subgroups, making this a primary area for continued focus.

When we look at ELA DFS from 2023 to 2024, we see improvement in most subgroups. All students grew 4.6 points, compared to the state's 0.4 point growth that year. A notable success within this data is the significant rebound for English Learners (EL or ELs), who gained 18.6 points in DFS from 2023 to 2024, while the state improved 0.1 point. Hispanic/ Latino (H/L) students performed 5.6 points better. SPES students achieved measurable increases in academic achievement schoolwide and for numerically significant student groups in that year.

ELA CAASPP DFS Scores Comparing STEM Prep Elementary and the State of California									
	2022			2023			2024		
	SPES	State	Charter to State	SPES	State	Charter to State	SPES	State	Charter to State

ELA CAASPP DFS Scores Comparing STEM Prep Elementary and the State of California									
	2022			2023			2024		
All	-43.8	-12.2	Lower	-51.2	-13.6	Lower	-46.6	-13.2	Lower
H/L	-39.2	-38.6	Lower	-48.3	-40.2	Lower	-42.7	-39.3	Lower
EL	-54.2	-61.2	Higher	-87	-67.7	Lower	-68.4	-67.6	Lower
SED	-49.2	-41.4	Lower	-57.7	-42.6	Lower	-54.3	-40.9	Lower
AA	-61.5	-57.7	Lower	-58.6	-59.6	Higher	N/A	N/A	N/A

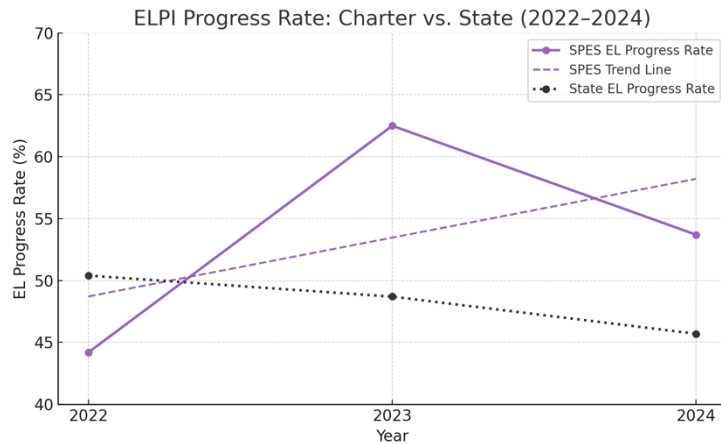
Math Performance: When compared to the California State Dashboard, each year in Math, SPES is outperforming the state in all numerically significant subgroups, but remains lower than the state for all students, which is reasonable when demographics are taken into consideration. The difference between SPES and the state for the All Students group is closing over time - moving from a 23.7 spread in 2022 to 18 points in 2024. Socioeconomically disadvantaged students (SED) at SPES have outperformed their state peer group every year between 2021-22 through 2023-2024, along with improving overall by roughly 10 points in DFS. In 2024 SPES Hispanic students posted a Math DFS of -58.9 compared to -79.2 statewide, and English Learners achieved a DFS of -78.1 compared to -93.4 statewide. African American (AA or Black) students were a numerically significant subgroup in 2022 and 2023, when they outperformed the state’s subgroup by 5.7 points in 2022 and then widening that gap five-fold to 25.1 points in 2023. This pattern indicates the school is effectively accelerating learning for its target student populations compared to their peers across California.

MATH CAASPP DFS Scores									
	2022			2023			2024		
	SPES	State	Charter to State	SPES	State	Charter to State	SPES	State	Charter to State
All	-75.4	-51.7	Lower	-60.9	-49.1	Lower	-65.6	-47.6	Lower
H/L	-68.7	-83.4	Higher	-56.3	-80.8	Higher	-58.9	-79.2	Higher
EL	-77.3	-92	Higher	-87	-93.4	Higher	-78.1	-93.4	Higher
SED	-80.5	-84	Higher	-67.3	-80.8	Higher	-71.6	-78.2	Higher
AA	-101.2	-106.9	Higher	-79.4	-104.5	Higher	N/A	N/A	N/A

English Learner Progress

SPES has been a standout performer on the English Learner Progress Indicator (ELPI). In both 2022-23 and 2023-24, the school’s EL progress rate exceeded the state average, validating the effectiveness of its designated and integrated ELD programs.

English Learner Progress Indicator (ELPI), SPES vs. State, SY 2022–2024



Positive School Climate

The school's Suspension Rate is exemplary, at 0.0% for all students and subgroups for two consecutive years (2023 and 2024). This is significantly below state averages and points to a strong, positive, and restorative school culture. This positive climate is foundational to academic success; a safe and supportive environment directly impacts student willingness to attend school, which in turn provides the consistent instructional time necessary for academic programs to be effective. This creates a virtuous cycle where the school's positive climate, evidenced by zero suspensions and a 23-point reduction in chronic absenteeism over two years (see table below), directly supports and reinforces the academic growth seen across other indicators.

SPES Suspension Rates by Subgroup, SY 2022–2024

	2021-22			2022-23			2023-24		
	SPES	State	SPES to State	SPES	State	SPES to State	SPES	State	SPES to State
All	0.3%	3.1%	Lower	0.0%	3.5%	Lower	0.0%	3.2%	Lower
H/L	0.0%	3.2%	Lower	0.0%	3.8%	Lower	0.0%	3.4%	Lower
AA	1.6%	7.9%	Lower	0.0%	8.8%	Lower	0.0%	8.4%	Lower
EL	0.0%	3.3%	Lower	0.0%	3.7%	Lower	0.0%	3.4%	Lower
SED	0.3%	4.0%	Lower	0.0%	4.5%	Lower	0.0%	4%	Lower
SWD	2.6%	5.4%	Lower	0.0%	5.9%	Lower	0.0%	5.4%	Lower

Dashboard Local Indicators

The CA Dashboard Local Indicators, five of which are relevant to SPES:

- Basics: Teachers, Instructional Materials, Facilities
- Implementation of State Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

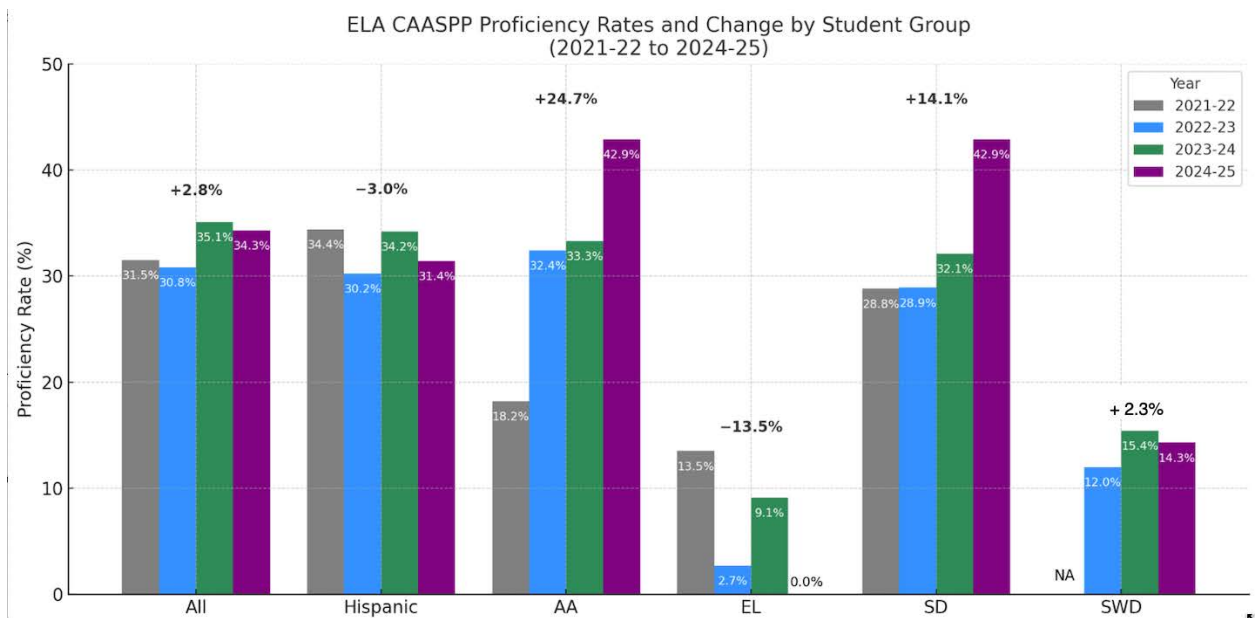
In 2024, SPES met all indicators, including those related to instructional materials, academic standards, family engagement, and school climate—and maintained that progress through 2024. Overall, the metrics reflect the Charter school’s focused efforts to address foundational needs and strengthen educational quality and community engagement.

	Basics	Academic Standards	Parent & Family Engagement	Climate Survey	Broad Course of Study
2022	Met	Met	Met	Met	Met
2023	Met	Met	Met	Met	Met
2024	Met	Met	Met	Met	Met

CAASPP Proficiency Trends (ELA & Math 2022–2025)

Over the last four years, SPES has demonstrated measurable gains in both English Language Arts (ELA) and Math CAASPP proficiency, particularly among historically underserved student groups. In ELA, the overall student proficiency rate rose from 31.5% in 2021–22 to 34.3% in 2024–25, with strong growth among African American students, whose proficiency increased more than 24 percentage points during the same period. Students with Disabilities also made meaningful gains, improving by 2.3 percentage points. These improvements suggest that targeted instruction, early literacy strategies, and a coherent schoolwide approach to writing and comprehension are translating into stronger performance on summative assessments. The consistency of year-over-year gains across most subgroups reinforces the school's belief that its literacy program is working for a broad range of learners.

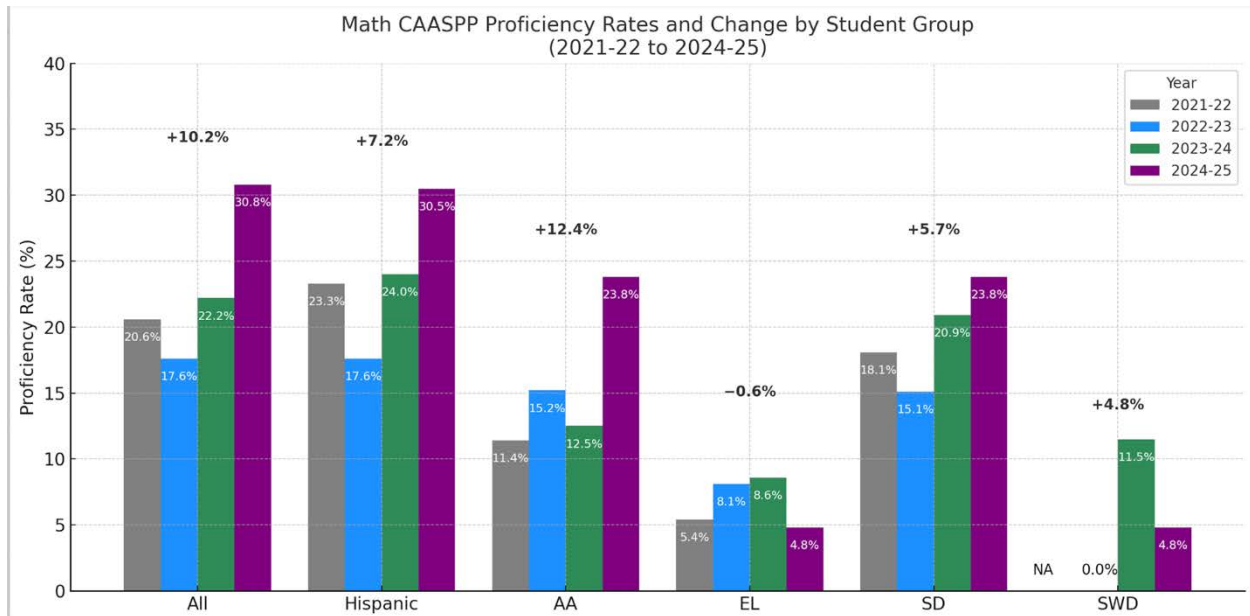
SPES ELA CAASPP Proficiency Rates by Student Group, 2021-22 through 2024-25



Math performance also trended upward over the charter term. Schoolwide proficiency increased by half, rising from 20.6% in 2021–22 to 30.8% in 2024–25. Several subgroups posted significant

improvements: African American students increased from 11.4% to 23.8%, Hispanic students increased from 23.3% to 30.5%, and socioeconomically disadvantaged students improved from 18.1% to 23.8%. While math remains an area of growth, the direction of progress is clear. These gains reflect a deliberate investment in math instruction over the past two years—including dedicated coaching, revised curricular pacing, and increased data use for small-group support. The results show early returns on those efforts, especially in closing equity gaps.

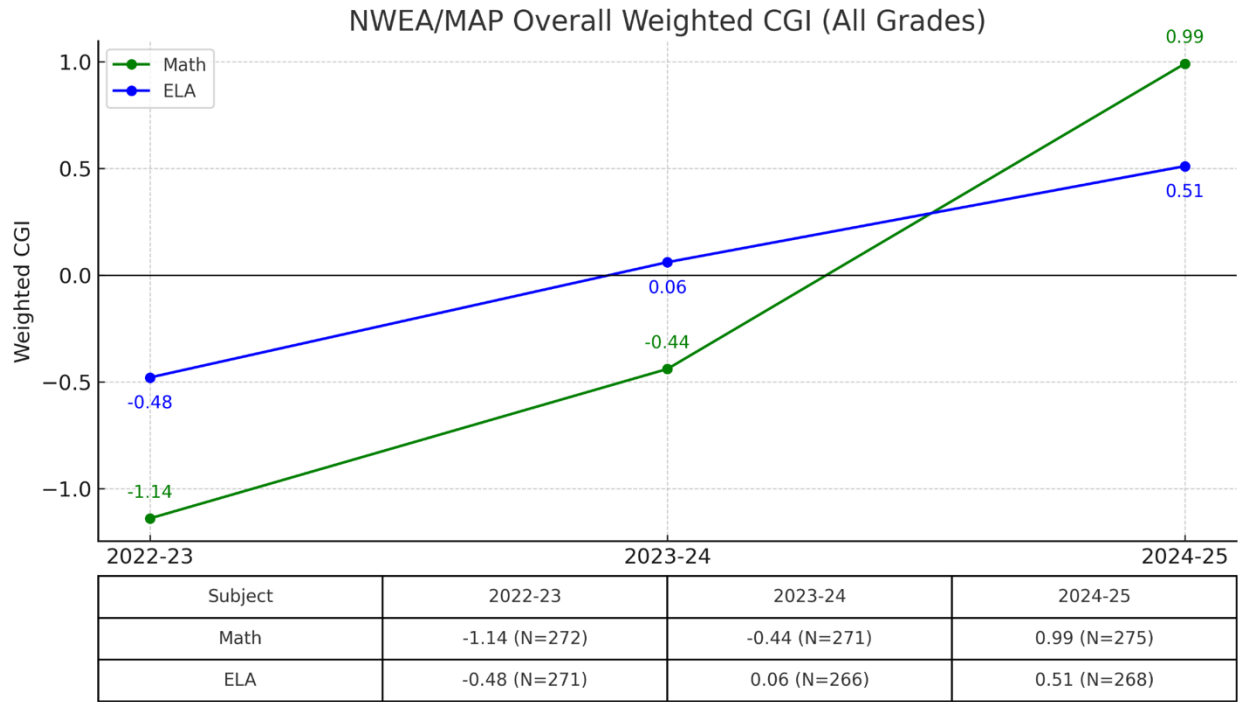
Math CAASPP Proficiency Rates by Student Group, 2021-22 through 2023-24



Verified Growth Data – NWEA MAP, 2022-23 through 2024-25

Powerful evidence of the SPES program’s effectiveness comes from its verified growth data as measured by the NWEA MAP Growth assessment, an externally validated tool that meets the criteria under Education Code §47607.2(c). Examining the NWEA MAP growth data for the past three years tells a story of an upward trajectory as well as one where students achieved at least one year of growth for each year of school. Specifically in ELA, students achieved at least one year of growth in two consecutive years and a majority of ELA subgroups met that bar. And in Math, on top of exceeding the state, 100% of subgroups dramatically exceeded one-year growth expectations in the latest year.

MAP Growth outcomes are best understood through the Conditional Growth Index (CGI), which measures whether students met or exceeded growth expectations based on their starting achievement level. A CGI from -0.2 to 0.2 indicates average national growth; positive values suggest above-average growth, and negative values signal growth below target. Because CGI accounts for each student’s initial performance, grade, and subject, it enables valid comparisons across years, cohorts, and subgroups—making it a robust metric for renewal analysis.



The Mathematics Turnaround: From Challenge to Exemplary Growth

In SY 2022-2023, MAP data established a critical baseline, reflecting that math growth was a significant challenge. All grade levels posted negative CGI scores (although one subgroup reflected at least one year’s growth with a -0.03 score), with a school-wide weighted average CGI of -1.14. The school immediately implemented targeted interventions, including added math support in grades 3–5 and professional development on the core instructional cycle.

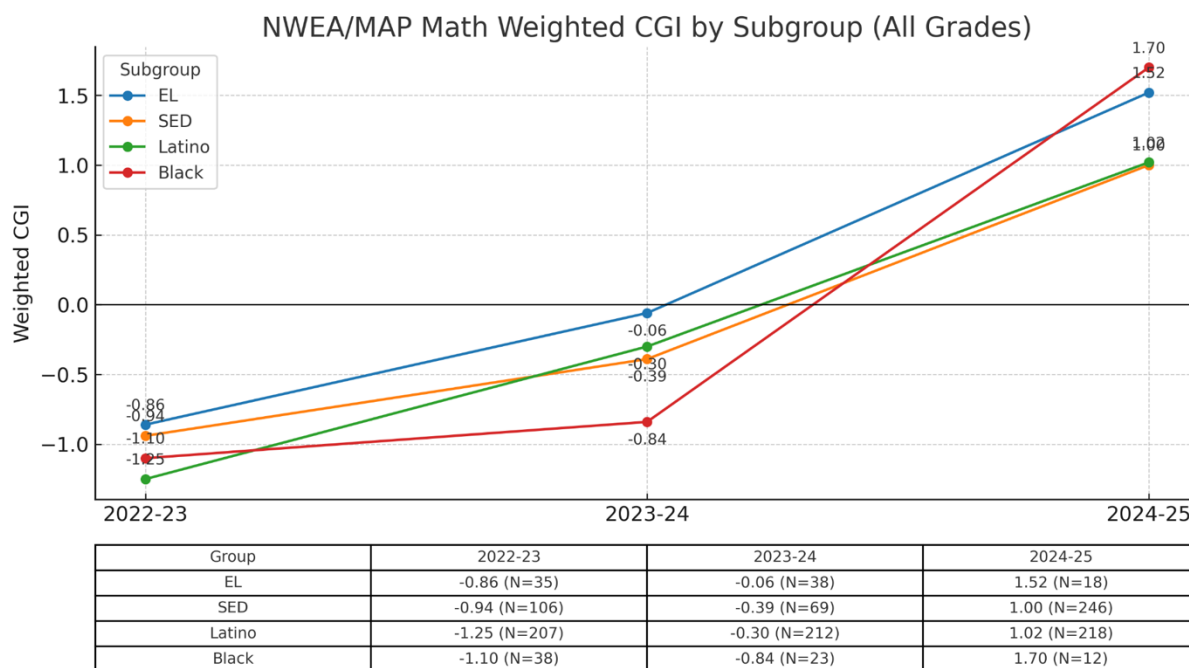
In SY 2023-2024, this year's data provided the crucial proof-of-concept that the school's strategies were taking hold. The first clear signal of progress emerged: all three of the 1st grade’s statistically significant subgroups met one year’s growth that year, including all students with a -0.06, ELs with -0.07, and Latino students with a +0.12 CGI score. Fifth grade saw three of five groups meet one year of growth as well, including all students (-0.03), ELs (-0.05), and Latino students (+0.08). During this period, SPES continued to refine its approach, improving its implementation of digital assessments and leveraging interim data to provide more targeted scaffolding.

In SY 2024-2025, the school-wide weighted CGI of +0.99 reflects the scaling of a tested strategy. Every grade—K: +1.8; 1st: +2.18; 2nd: +1.22; 3rd: +0.27; 4th: +0.32; 5th: +0.44—demonstrated clearly positive growth. Subgroup performance accelerated as well; in 2024–25, all reported Math subgroups met at least one year of growth (100%), with Black (+1.70, N=12), SED (+1.00, N=246), EL (+1.52, N=18), and Latino (+1.02, N=218) all achieving significantly more acceleration than expected.

Over the course of the last three years, the percentage of Math subgroups meeting one-year growth increased **from 4% (2022–23) to 40% (2023–24) to 100% (2024–25)**:

Math	2022-23	2023-24	2024-25
Subgroups meeting at least one year's growth (CGI scores > -0.2)	1	8	20
Total subgroups	23	20	20
Percentage of subgroups meeting at least one year's growth (CGI scores > -0.2)	4%	40%	100%

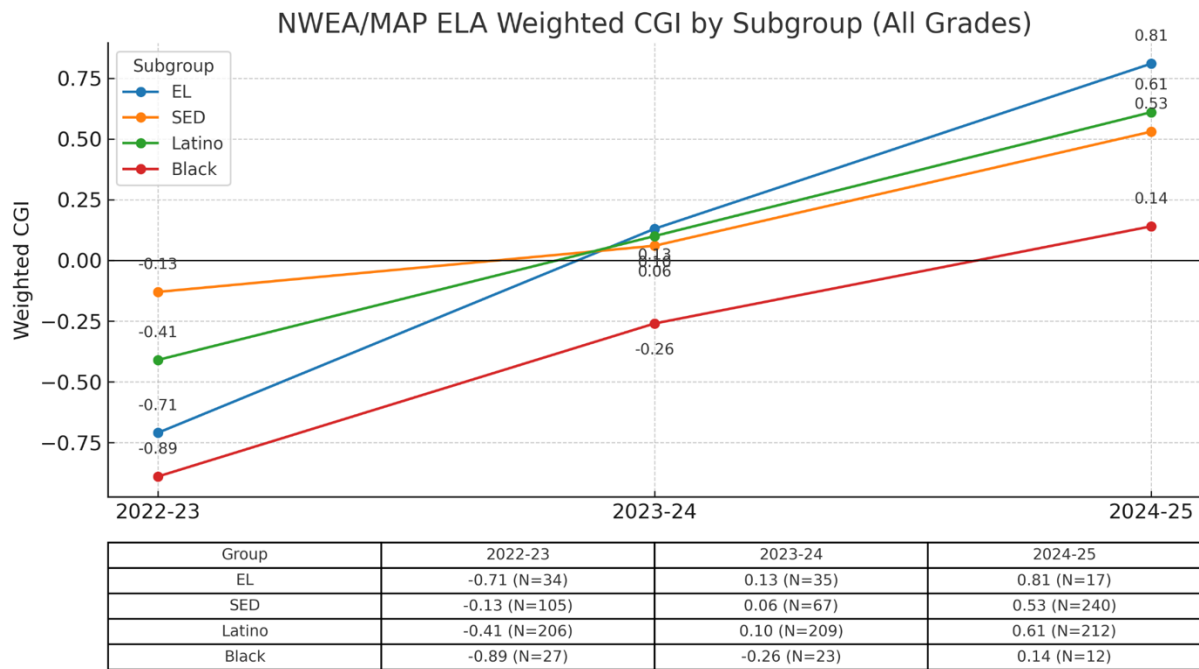
Several targeted shifts in math instruction instituted in 2023–24 drove these outcomes. SPES increased the frequency of math professional development from twice monthly to weekly, enabling teachers to more deeply internalize the curriculum and standards. The school also introduced Zearn as a structured platform for individualized math practice, setting clear completion goals for students. Teachers implemented centers-based math instruction 4–5 times per week, using data-driven small groups for differentiated support. Additionally, a new Director of Math led the development of a revised scope and sequence aligned to priority standards and provided coaching to teachers on pacing and data analysis. Collectively, these strategic changes led to across-the-board gains in 2024-25, as illustrated in the graph below. (For clarity, the numbers are shown on the graph as well as on the table below the graph.)



Steady Progress in Early Literacy: Building a Foundation for Continued Growth

In ELA, MAP growth data show not only a story of progress, but one of a school whose instructional program results in a year's worth of growth on average for two consecutive years. Growth has been most pronounced in the foundational early grades—for example, 1st grade achieved +1.80 and 3rd grade achieved +1.11 in 2024–25—indicating that the early literacy program is effectively building core skills. In 2024–25 ELA, all four reported subgroups posted positive growth—EL +0.81 (N=17), SED +0.53 (N=240), Latino +0.61 (N=212), and Black students +0.14 (N=12)—each met at least one year of growth

(CGI ≥ -0.2).



The percentage of subgroups meeting one-year of growth increased from 27% (2022–23) to 85% (2023–24), and 75% (2024–25). While the share dipped from 2023–24 to 2024–25, the vast majority of subgroups still achieved at least one year of growth across two consecutive years.

ELA	2022-23	2023-24	2024-25
Subgroups meeting at least one year’s growth (CGI scores > -0.2)	6	17	15
Total subgroups	22	20	20
Subgroups meeting at least one year’s growth (CGI scores > -0.2)	27%	85%	75%

We saw this accelerated growth in reading due to SPES’ strengthening its literacy program, including: structured small-group reading rotations; rigorous daily writing across content areas; regular, data-driven teacher collaboration focused on ELA; targeted aide support for differentiated interventions; and the use of adaptive online tools (e.g., Quill) to build vocabulary, fluency, and grammar. These coordinated strategies have bolstered early literacy foundations and sustained growth as students progress to upper grades.

Participation and Data Validity

SPES met or exceeded the 95% participation threshold required by LAUSD in all instances across the

charter term—evidence of strong operational capacity and valid, representative MAP data.

	SY 2022-2023				SY 2023-2024				SY 2024-2025			
	# Enrolled	# Tested	% Tested	95% Met?	# Enrolled	# Tested	% Tested	95% Met?	# Enrolled	# Tested	% Tested	95% Met?
ELA	272	265	97.4%	Yes	298	294	98.7%	Yes	289	288	99.7%	Yes
Math	272	265	97.4%	Yes	300	297	99.0%	Yes	286	285	99.7%	Yes

Section 1.2b: Success of Key Features of the Educational Program

The academic successes and growth trajectories outlined above stem directly from a coherent, innovative, and consistently implemented educational model. The SPES program intentionally designs its key features to operate in harmony, serving the specific needs of students and advancing the school’s ambitious mission.

STEM For All

STEM Preparatory Elementary School (SPES) serves as the elementary anchor of a K–12 STEM pipeline. The school exists to disrupt the inequitable access to high-quality STEM pathways—particularly for women and minorities. This mission drives SPES’s curriculum, instructional approach, and school culture. As the only STEM-themed elementary school in the West Adams, Jefferson Park, Expo Park, and University Park neighborhoods, SPES aims to cultivate a pre-kindergarten through college pipeline of STEM-ready individuals who transform their communities by closing socio-economic, ethnic, and gender gaps in STEM fields.

SPES cultivates this pipeline through a values-based approach. Students develop the mindset of being a family, acting as agents of change, and thinking like STEM innovators—solving problems with collaboration, creativity, passion, and perseverance. The school implements Twig Science (aligned to NGSS and focused on real-world STEM challenges) and Project Lead the Way (PLTW) Launch, a curriculum that engages students through activity-, project-, and problem-based learning in robotics, circuitry, and biomedical challenges. SPES prioritizes PLTW to support low-income students, English Learners, and foster youth in gaining early exposure to STEM.

The Inquiry-Based Lesson Cycle

At SPES, high-quality instruction centers on a schoolwide, inquiry-based lesson cycle that reflects the school’s constructivist approach to learning. This multi-phase cycle serves as the backbone of SPES’s pedagogical model, and staff implement it with consistency and intentionality across all classrooms. Rather than positioning teachers as sole sources of knowledge, this model shifts cognitive responsibility to students—cultivating agency, deep thinking, and academic perseverance.

The SPES lesson cycle includes:

- **Learning Targets** that clearly state expectations and align with CCSS and NGSS.
- **Student Engagement** that sparks curiosity through relevant, collaborative tasks.
- **Exploration** that allows students to pursue essential questions via inquiry.

- **Guided Instruction** that teachers adapt using real-time student data to support all learners, including SPED and EL students.
- **Practice** that promotes critical thinking and prepares students for independent application.
- **Closure** that requires students to demonstrate mastery and reflect on their learning.

The inquiry-based lesson cycle at SPES is not a rigid sequence but a flexible, dynamic framework. Teachers routinely cycle back to earlier phases when students need additional support or time to internalize key concepts. Instructional leaders coach staff to use this framework as a living process—responsive to real-time data and grounded in the school’s core commitment to active, student-centered learning.

SPES reinforces the lesson cycle through targeted professional development, collaborative lesson planning, and frequent coaching. The leadership team regularly models best practices, provides feedback on implementation, and highlights exemplars during PLCs. This approach ensures a high degree of instructional coherence across classrooms while honoring teacher autonomy and creativity.

By consistently implementing this research-based instructional framework, SPES creates classrooms where students do the intellectual heavy lifting. They engage in academic discourse, construct meaning, and develop resilience as problem solvers. This cycle plays a central role in driving the academic gains demonstrated by SPES students and represents a core component of the school’s identity as a STEM-centered learning environment.

System of School-Wide Practices and Professional Support

SPES reinforces its instructional model through a school-wide system of consistent practices and robust professional learning. This infrastructure ensures coherence across classrooms and directly contributes to student growth. Staff members implement a unified set of expectations, including CHAMPS protocols, morning greetings, and other strategies aligned with Positive Behavioral Interventions and Supports (PBIS). These practices foster a welcoming, predictable, and respectful learning environment.

To support instructional quality, SPES provides year-round professional development that equips teachers to deliver a rigorous, equity-centered, STEM-integrated curriculum. School leaders design PD sessions based on identified needs, drawing from staff surveys, coaching observations, monthly walkthroughs, and strategic planning priorities. Core topics include building positive classroom culture, using data to inform instruction, backward planning from academic standards, differentiating instruction for English Learners (ELs) and Students with Disabilities (SWDs), implementing standards-based grading, integrating literacy across subjects, and applying the inquiry-based lesson cycle.

The school builds structures for collaboration and reflection. Teachers participate in weekly, two-hour PD blocks on early dismissal days, where they engage in Professional Learning Communities (PLCs) to analyze student work and refine strategies. SPES also provides common planning time for grade-level teams to align instructional approaches, address classroom management, apply restorative justice principles, integrate social-emotional learning, and ensure strong STEM instruction across the board. An “open door” policy and a culture of peer visitation further promote professional growth and shared accountability. To further elevate instruction, SPES provides PD on maximizing student engagement through behavioral, emotional, and cognitive dimensions. The school adopts CHAMPS protocols as a universal strategy to ensure aligned expectations for classroom engagement, contributing to more focused and effective instructional time.

A cornerstone of SPES’s improvement cycle is its rigorous approach to data analysis. The school compiles multiple assessment sources—including standards-based grading, iReady diagnostics, curriculum unit assessments, ELPAC, and CAASPP—into an internal dashboard. Staff disaggregate this data by student, subgroup, and grade level, allowing for precise identification of strengths and areas for growth. Content directors, grade-level teams, and school leaders use this data to set annual goals, plan instructional adjustments, and monitor ongoing progress. The Governing Board also reviews this data regularly—alongside stakeholder input and LCAP updates—to ensure that the educational program remains responsive, data-informed, and mission-driven.

A Small, Personalized, and Supportive Environment

SPES deliberately maintains a small school model that allows every student to be known, supported, and celebrated by multiple caring adults. This close-knit structure offers families an alternative to the anonymity that often characterizes large urban schools. The result is a warm, inclusive culture where students feel safe, seen, and empowered to thrive.

The school’s climate and discipline systems align fully with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights. SPES implements tiered behavior supports rooted in restorative practices, not punitive discipline. The school recorded an exemplary 0.00% suspension event rate for all students in the 2023–2024 school year, with no disproportionality for Students with Disabilities or African American student groups. This outcome reflects the school’s deep investment in building social-emotional capacity and relationships among staff and students.

SPES trains all staff in restorative practices, including relationship building, social-emotional learning, restorative conversations, community circles, restorative circles, and peace paths. When behavioral issues arise, the school employs tiered responses—such as individual restorative plans, reflection assignments, and reassignment alternatives—designed to address root causes and teach conflict resolution. These strategies promote high expectations and accountability while affirming students’ dignity and value. In 2024, SPES expanded these supports by hiring a Behavior Specialist who has provided PD on emotional regulation, introduced a calming room, and supported classroom-based calming corners. These resources have strengthened Tier 2 and Tier 3 behavioral supports, especially for students requiring BII services.

The school complements this approach with a school-wide PBIS and SEL framework that reinforces shared norms and supports emotional well-being. SPES dedicates 10–20 minutes daily to SEL instruction using evidence-based curricula like Caring School Communities. In addition, a weekly 30-minute “Community Building” block allows students to engage in SEL-related projects, strengthening their empathy, communication, and self-awareness. These routines foster consistent adult-student interactions, build trust, and contribute to students’ readiness to learn.

SPES also prioritizes strong family partnerships as a cornerstone of its community culture. The school hosts parent meetings, family nights, and other inclusive engagement initiatives. It uses a tiered approach to address attendance and reach families proactively. While chronic absenteeism remains a challenge, these efforts have already yielded measurable improvements—reducing the rate by 11.1% in 2023–24. Furthermore, our annual Family Climate Survey reports a 94% satisfaction rate, reinforcing that families feel connected, informed, and valued as partners in the educational process. Family engagement is one of the school’s key strengths, and contributes to SEPS’s strong academic and social-emotional outcomes.

Section 1.2c: Success of the Educational Program in Meeting Student Needs

The STEM Preparatory Elementary School (SPES) educational program is not merely innovative in theory; it is demonstrably effective in meeting the specific and significant needs of its student population. The school's success is the direct result of a coherent, multi-layered, and faithfully implemented model that connects research-based strategies to the lived experiences and academic requirements of its students. This elementary STEM foundation is purposefully aligned with our broader K-12 STEM Prep Schools pipeline, including Crown Prep Academy and Math and Science College Prep (MSCP), where students consistently achieve 100% A-G completion and college acceptance, with 68% of graduates declaring STEM majors. This pipeline approach ensures that SPES students have a continuous, articulated STEM experience from TK through high school graduation.

By integrating its key features, SPES provides tailored support that accelerates learning for its English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. The alignment between the school's intentional program design and its compelling student outcomes, as evidenced by multiple data sources from the California School Dashboard, the California Assessment of Student Performance and Progress (CAASPP), and NWEA MAP Growth assessments, provides clear and convincing evidence that SPES is successfully meeting the needs of all learners and fulfilling a core tenet of its mission.

Success of the School's Educational Program: Serving English Learners

A significant portion of the SPES student population consists of English Learners (approximately 18%), who require both targeted language development and equitable access to the core, grade-level curriculum to achieve long-term academic success. SPES addresses this need with a comprehensive, two-tiered programmatic response that is grounded in research-based practices for language acquisition and structured to provide consistent, scaffolded opportunities for students to develop and apply English language skills in meaningful academic contexts.

The first tier of this approach is Designated English Language Development (ELD), a protected, daily instructional block where ELs are grouped by proficiency level to receive focused instruction targeting their specific language needs. This instruction is delivered by credentialed teachers using research-based, state-adopted curricula: Houghton Mifflin Harcourt (HMH) Into Reading for grades K-2 and McGraw Hill Wonders ELD for grades 3-5. For newcomer students requiring the most intensive support, the program is supplemented with additional small-group instruction and resources such as Rosetta Stone. This dedicated time ensures that students receive explicit instruction in the foundational language forms, functions, and academic vocabulary necessary to engage with grade-level content.

The second tier is Integrated ELD, which is woven throughout the entire instructional day across all content areas. This approach ensures that all classroom teachers, not just ELD specialists, are responsible for fostering language development. All SPES teachers receive ongoing professional development and coaching in research-based methodologies such as Specially Designed Academic Instruction in English (SDAIE) and Universal Design for Learning (UDL). This training equips them to strategically scaffold instruction, identify and address the language demands of complex texts, and implement high-leverage strategies—such as IVF (Identify, Verb, Finish the Thought) sentence frames and the Three Reads Protocol—that make core content in math, science, and humanities

comprehensible and accessible for all learners.

The success of this dual approach is validated by compelling quantitative data. The most direct measure of the ELD program's effectiveness is the English Learner Progress Indicator (ELPI), which tracks students' movement toward English proficiency. On this critical metric, SPES has been a standout performer, exceeding the state average for two consecutive years. In 2022-23, SPES achieved an ELPI rate of 62.5%, significantly higher than the state's 48.7%. This trend continued in 2023-24, with SPES posting a 53.7% progress rate compared to the state's 45.7%. This sustained, high-level performance is a powerful validation of the school's Designated ELD program, demonstrating its capacity to accelerate language acquisition at a rate faster than the state average.

This accelerated language acquisition is, in turn, translating into improved academic achievement in the core curriculum. Evidence of this is clear in the school's ELA performance data. Between 2022 and 2024, English Learners at SPES achieved a remarkable +2.38 Conditional Growth Index (CGI) gain in Math and a +1.52 CGI gain in the Reading NWEA/MAP testing, a clear indicator that the program is successfully closing achievement gaps. Digging deeper, in the 2024-25 school year, Kindergarten ELs posted a strong positive Math CGI of +1.52 and a Reading CGI of +0.81, demonstrating that even the school's youngest learners are acquiring quantitative concepts at a rate well above national norms. The progress of the school's ELs is a testament to a program that is working as designed: the strong ELPI results validate the effectiveness of the Designated ELD program in building foundational language skills, while the gains in ELA DFS and MAP growth demonstrate that the school's focus on Integrated ELD is successfully leveraging that language proficiency to unlock access to rigorous, grade-level academic content.

Programmatic Feature	Evidence of Success
Daily, Protected Designated ELD Instruction (K–5) Using research-based curricula (HMH Into Reading, McGraw Hill Wonders ELD)	ELPI rate of 53.7% in 2023-24, exceeding the state average of 45.7%.
School-wide Integrated ELD All teachers trained in SDAIE & UDL strategies to make core content accessible	+2.38 gain in Math CGI points for ELs from 2022 to 2024.
Targeted Support for Newcomer ELs Rosetta Stone & additional small-group instruction	Math CAASPP proficiency for ELs rose from 5.4% in 2022 to 8.6% in 2024, demonstrating growing access to quantitative content.
Ongoing Monitoring via individualized language goals & Interim ELPAC assessments	NWEA MAP Math CGI of +1.52 for Kindergarten ELs in SY 2024-25 — a strong leading indicator of future success.

Success of the School's Educational Program: Serving Students with Disabilities

SPES is deeply committed to providing an inclusive and highly effective program for its Students with Disabilities (projected at 12% of the student population), ensuring they have full access to the school's rigorous STEM-focused curriculum and supportive community. The school's model is uniquely suited to

meet their needs, combining structural, pedagogical, and targeted supports within a full-inclusion framework that provides both push-in and pull-out services.

Structurally, the school's small, personalized environment and small class sizes are critical supports that facilitate the effective implementation of Individualized Education Programs (IEPs) and allow for the intensive, differentiated instruction these students require. This structure is staffed by a robust, multidisciplinary Special Education team that includes three Resource Specialist Teachers (RSTs), a Designated Instructional Services (DIS) counselor, a School Psychologist, and a Behavior Specialist, who collaborate closely with general education staff to deliver high-quality, tailored instruction.

Pedagogically, the school's core instructional program is designed for access. The inquiry-based lesson cycle allows for multiple entry points into a lesson, while the hands-on, project-based nature of the Project Lead the Way (PLTW) curriculum provides a dynamic and engaging alternative to traditional, text-heavy instruction. Critically, all general education teachers receive training in Universal Design for Learning (UDL) and utilize student "passports"—concise summaries of a student's disability, goals, and required accommodations—to ensure IEPs are implemented with fidelity in every classroom. For students with the most significant learning needs, particularly in literacy, these universal supports are complemented by intensive, targeted interventions, most notably the Wilson Reading System, a structured literacy program designed to close foundational reading gaps.

Additionally, in 2023, SPES onboarded a third Resource Specialist Teacher with a Moderate/Severe credential to provide intensified support through both push-in and pull-out services for students with the most significant needs. In 2024, the school further strengthened its supports by hiring a dedicated Behavior Specialist. This role has been critical in equipping teachers and Behavioral Interventionists with strategies for emotional regulation, de-escalation, and tiered behavioral supports, including the establishment of calming spaces within classrooms.

The success of this multi-layered model is demonstrated by some of the most dramatic growth at the school. The centerpiece of this success story is the exceptional student growth observed on the NWEA MAP Growth assessment, particularly in mathematics. In the 2024-25 school year, 2nd grade students with disabilities achieved a remarkable Math CGI of +1.11 (N=10). A CGI score of -0.2 to +0.2 represents a typical year of academic growth. This is not an isolated result; 4th grade SWDs also posted a strong Math CGI of +0.2 (N=10) in the same year.

This accelerated learning is also reflected in state accountability metrics, demonstrating that growth is translating into greater mastery of grade-level standards. Between 2022 and 2024, SWDs at SPES achieved a 36-point gain in ELA DFS, substantially closing the gap toward the state standard. In 2023-24, SPES SWDs outperformed their statewide peers in Math DFS, further validating the effectiveness of the school's instructional approach. This academic success is built upon a foundation of a positive and supportive school climate, evidenced by an exemplary 0.0% suspension rate for SWDs for two consecutive years, a rate significantly below the state average. The program's success is not attributable to a single initiative, but rather to the synergy between its layers. The universal layer of support, driven by UDL training and an accessible core pedagogy, creates a strong foundation of high-quality instruction in every classroom. This foundation is then amplified by the targeted layer of expert intervention delivered by the specialized SPED team. This integrated, "both/and" approach proves that a full-inclusion model, when implemented with fidelity and expertise, is not just viable but can be a powerful engine for accelerating achievement for students with disabilities.

Programmatic Feature	Evidence of Success
Full-Inclusion Model Specialized push-in/pull-out services from a multidisciplinary team (RSTs, DISC Counselor, etc.)	Exceptional NWEA MAP Math CGI of +1.11 for 2nd grade SWDs in SY 2024-25.
Universal Design for Learning (UDL) Training All general-education teachers trained and use of IEP “passports” for consistent accommodations	36-point gain in ELA Distance from Standard (DFS) for SWDs from 2022 to 2024, significantly closing the achievement gap.
Accessible Core Pedagogy Inquiry-Based Learning and hands-on PLTW curriculum providing multiple entry points to rigorous content	SWDs outperformed statewide peers in Math DFS during the 2023-24 school year.
Intensive, Targeted Intervention Wilson Reading System for students with foundational reading gaps	0.0% suspension rate for SWDs in both 2023 and 2024, reflecting a positive, supportive, and inclusive school climate.

Success of the School’s Educational Program: Serving Socioeconomically Disadvantaged Students

The vast majority of SPES students (projected at 93% Free or Reduced-Priced Lunch) come from low-income households and face socioeconomic challenges that can present significant barriers to learning. SPES addresses these needs with a holistic, dual-pronged approach that extends beyond academics to address immediate, non-academic needs while simultaneously implementing a future-focused academic strategy designed to close long-standing opportunity gaps.

The first prong of this approach is a robust system of wrap-around supports designed to mitigate the non-academic barriers that can impede student learning. This includes an extensive, no-fee after-school program that operates until 6:00 PM and provides students with a safe environment, academic support, enrichment activities, and a free supper. The school also ensures students have access to technology and resources they may lack at home by making school computers and classroom libraries available after school. Furthermore, SPES takes a proactive role in student wellness by providing families with referrals to free or reduced-cost medical, dental, and mental health care services.

The second prong is an academic strategy that is intentionally designed as a lever for long-term economic mobility. The school’s STEM focus is a direct response to its mission to disrupt inequitable access to high-quality career pathways. By providing all students, beginning in Transitional Kindergarten, with a rigorous, hands-on, and engaging STEM curriculum, SPES aims to provide a clear pathway to high-demand, high-wage careers, directly addressing the intergenerational cycle of poverty.

The effectiveness of this dual-pronged approach is reflected in both behavioral and academic data. The impact of the school's wrap-around supports is most clearly seen in its attendance data. While chronic absenteeism remains a challenge reflective of broader post-pandemic trends, the school’s targeted efforts have yielded a significant 23-point reduction in chronic absenteeism over two years. This

demonstrates that by actively removing barriers related to food insecurity, after-school care, and health, the school is successfully keeping its most vulnerable students connected to and engaged in school.

This increased engagement creates the necessary condition for the academic program to be effective, and the data shows it is working. The academic progress of the SED subgroup tracks closely with the strong school-wide gains, and in some cases, exceeds them. The school's intentional STEM focus is yielding exceptional results in mathematics, where 1st grade socioeconomically disadvantaged students posted an extraordinary NWEA MAP Math CGI of +1.95 in SY 2024-25. All grade-level SED subgroups in the same year evidenced greater than one year's growth: K: +1.92; 1st: +1.95; 2nd: +1.41; 3rd: +0.24; 4th: +0.25; and 5th: +0.46. These results show that the school is not just teaching math but is building the advanced quantitative skills necessary for future success in STEM fields. This creates a virtuous cycle: the school's investment in holistic, non-academic supports leads to improved attendance and engagement, which in turn provides the consistent instructional time necessary for the rigorous academic program to accelerate learning. This integrated model, where investments in student well-being serve as a direct and necessary precursor to academic excellence, proves the school's theory of action and its effectiveness in serving its community.

Section 1.2d: Areas of Challenge and a Commitment to Continuous Improvement

A core tenet of the SPES philosophy is a commitment to reflective practice and continuous improvement. The school embraces transparent, data-driven self-assessment to identify challenges and implement strategic solutions. This culture of learning ensures that SPES is a high-capacity, responsive organization capable of evolving to meet the needs of its students.

Challenge 1: Accelerating ELA Proficiency and Sustaining Growth in Upper Grades

While STEM Prep Elementary has made meaningful progress in ELA—as evidenced by a schoolwide MAP Growth CGI of +0.51 in SY 2024–25—work remains to achieve grade-level proficiency for all students. Notably, verified MAP data reveals a pattern of stronger growth in foundational literacy (e.g., CGI of +1.80 in Grade 1 and +1.11 in Grade 3), contrasted with stalled or negative growth in the upper elementary grades.

SPES recognizes that this pattern is not unique to its context: as texts grow in complexity and academic expectations rise in Grades 4 and 5, students must master more advanced reading comprehension, text-based analysis, and academic writing. To meet this challenge, SPES is implementing a comprehensive ELA acceleration plan grounded in the 2025–26 Priority Plan and aligned to research on upper elementary literacy.

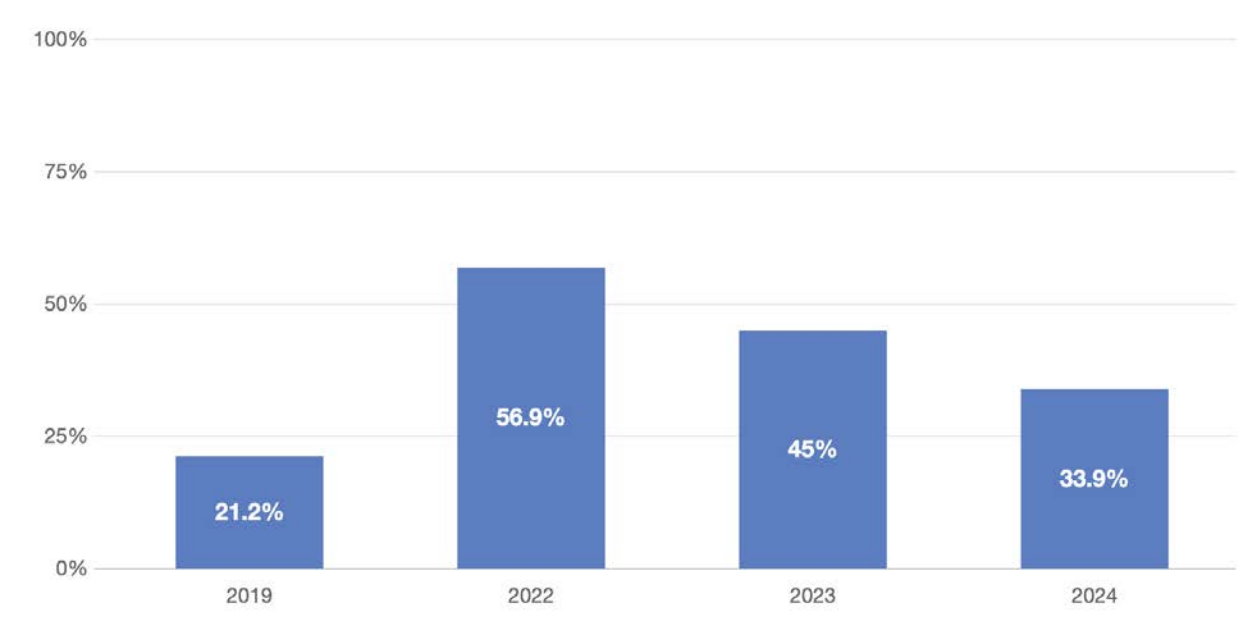
1. **Revamped PLC and Inquiry Structures Focused on ELA:** Grade-level teams will engage in sustained inquiry cycles using benchmark and curriculum-embedded data to identify instructional gaps, especially in reading comprehension and writing. PLCs are led by trained “Activators” and supported by directors, who guide the selection and implementation of evidence-based ELA strategies. Progress is monitored through pre/post-assessments and six-week i-Ready cycles.
2. **Enhanced Writing Instruction and Content Integration:** SPES has introduced the “Wire to Wire” initiative to embed daily, rigorous writing tasks across genres. This complements the integration of the IVF summary strategy across Science and History, which builds content-area literacy while reinforcing structured academic writing in response to text.

3. **Structured Small Group ELA Instruction:** Teachers implement weekly small-group rotations during the ELA block, guided by data and targeted to specific skills. Instructional aides receive ongoing training to support differentiated literacy instruction, including decoding for foundational readers and comprehension scaffolds for ELs and SWDs. Expectations for group time and station logistics are supported by schoolwide norms and IA coaching.
4. **Increased Use of Independent Reading and Digital Tools:** The school continues to promote independent reading through the Accountable Independent Reading model and uses adaptive platforms such as i-Ready and Quill to build fluency, vocabulary, and sentence-level writing skills. Student engagement is reinforced through a formal system of digital incentives and progress recognition.

SPES’s theory of action is clear: by strengthening small-group instruction, aligning writing strategies across disciplines, and using PLCs to drive responsive, targeted teaching, the school can close proficiency gaps and ensure all students—especially those in upper grades—are on a trajectory toward mastery.

Challenge 2: Chronic Absenteeism

SPES has made substantial progress in reducing chronic absenteeism, achieving a 23-point reduction over the past two years, nearly cutting the rate of students who are chronically absent in half. However, the current rate of 33.9% continues to be an area of challenge.



Chronic Absenteeism: SPES and the State by Dashboard Levels/Colors, by Subgroup, 2021–2024

	2021-2022			2022-2023			2023-2024		
	SPES	State	SPES to State	SPES	State	SPES to State	SPES	State	SPES to State
All Students	Very High	Very High	Same	Yellow	Yellow	Same	Yellow	Yellow	Same
African- American	Very High	Very High	Same	Orange	Yellow	Higher	Orange	Yellow	Higher
Hispanic/ Latino	Very High	Very High	Same	Yellow	Yellow	Same	Yellow	Yellow	Same
Socioeconomically Disadvantaged	Very High	Very High	Same	Yellow	Yellow	Same	Yellow	Yellow	Same
English Learners	Very High	Very High	Same	Orange	Yellow	Higher	Orange	Yellow	Higher
Students with Disabilities	Very High	Very High	Same	Orange	Yellow	Higher	Red	Yellow	Higher

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

Interviews with parents and students have revealed two primary barriers driving absenteeism: health-related issues (particularly untreated asthma and dental needs) and family logistics (including unstable housing and transportation challenges). These issues are reflective of broader post-pandemic trends, but they demand localized, systematic solutions.

To address this, SPES implemented a **Tiered Attendance Intervention System** starting in 2024-25 grounded in national best practices and detailed in the organization-wide attendance plan. This system ensures early detection, personalized outreach, and intensive case management aligned to each student’s level of need.

- **Tier 1 (Universal Prevention):** SPES now uses automated daily notifications for every student absence and reinforces positive attendance through a layered incentive system—offering daily, weekly, monthly, and semester-based recognition. These incentives are connected to the school’s mission of STEM readiness, reinforcing the idea that attendance is essential for long-term success.
- **Tier 2 (Early Intervention):** When a student crosses the 10% absence threshold, trained school staff initiate phone calls to families that focus on listening, relationship-building, and identifying specific barriers. This is paired with real-time student check-ins upon return to school. These conversations have surfaced common trends like illness without access to healthcare, inconsistent transportation, and lack of motivation stemming from weak school connections. In response, SPES connects families to wraparound supports such as free meals, vision and hearing screenings, expanded learning programs, and referrals for community-based services.

- **Tier 3 (Intensive Support):** For students with the highest absenteeism rates (missing 20%+ of enrolled days), SPES is deploying Attendance Coaches—administrators and counselors who manage a caseload of up to five students. These coaches create individualized attendance improvement plans in partnership with families, supported by ongoing, structured check-ins. The coaching model aims to stabilize attendance patterns by addressing root causes and building trust over time.

These efforts are further supported by the school's foundational conditions for learning, including a physically safe and emotionally supportive environment, evidence-based SEL instruction, and an inclusive school culture where students are known and valued. Together, this system reflects SPES's belief that improving attendance is not about punishment or pressure—it's about understanding, removing barriers, and creating a school culture that students want to be part of every day.

Internal data shows these efforts to be very successful, lowering chronic absenteeism in 2024-25 another 8 percentage points to 25.9%.

Challenge 3: Fiscal and Operational Compliance

STEM Prep recognizes that sound financial management is a core condition for sustaining its educational mission. The school takes its compliance obligations seriously and views any audit finding as an opportunity to strengthen systems. In the 2023–2024 independent audit, one finding flagged the accounting treatment of a one-time financing transaction. In response, the Board brought in a new audit firm and worked with our accounting partners to make sure that future transactions of this kind will have senior-level oversight from the start. These proactive, network-level actions demonstrate our unwavering commitment to sound financial management and transparent, accurate reporting.

A second finding pointed to an isolated issue at one school: an independent study agreement was signed after the deadline imposed by state law at the time. Despite subsequent changes to state law which make this type of finding moot, we added a double-check process with a separate reviewer before attendance is claimed and updated our board policy.

Across all findings, STEM Prep's response reflects a core organizational strength: the capacity to identify root causes, revise systems, and execute timely solutions. These actions demonstrate not just compliance, but a culture of continuous improvement rooted in transparency, responsibility, and institutional learning.

Continuous Improvement and Future Capacity

SPES's data-driven culture is mirrored by network-wide systems of continuous improvement, bolstered by leadership and accountability structures that span our TK-12 continuum. This capacity is evidenced not only by academic gains but also by the school's prompt and effective responses to fiscal audit findings, operational compliance, and instructional challenges. This positions SPES as a high-capacity, responsive organization ready to continue advancing educational equity in Los Angeles.

Section 1.3 Five Year Enrollment Plan

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
TK	33	32	32	32	32	32

K	44	57	56	56	56	56
1	62	56	67	66	66	66
2	42	62	56	66	65	65
3	49	40	57	52	60	59
4	49	45	37	52	47	54
5	40	39	36	30	42	38
Total	319	331	341	354	368	370

GOALS & PHILOSOPHY

Section 1.4 Mission Statement

Mission Statement

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

Vision Statement

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

Core Values

We are a family.

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

We are agents of change.

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

We are STEM thinkers.

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

As we mention above in the Community to be Served section, SPES's student population includes 83.5% who qualify for free or reduced-price lunch, a proxy for student poverty. Our student population is 79.9% Latino/Hispanic and 16.2% African American. Our English Learners are 17.5% of our student body and 11.6% of our students are Reclassified Fluent English Proficient (RFEP). Approximately 13.9% of SPES students qualify for special education services and 0.9% are homeless. Our students and the community we inhabit are eager to close the socioeconomic gap, ethnic gap, and gender gap that exists in college acceptance, attendance, graduation, and in STEM careers that can help families attain economic independence.

Section 1.5 Characteristics of an Educated Person in the 21st Century

An educated person in the 21st century possesses the skills, knowledge, and mindset to thrive in an increasingly complex, interconnected, and technology-driven world. At STEM Prep Elementary School (SPES), our vision of an educated person is rooted in our mission: to disrupt the status quo of inequitable access to high-quality STEM pathways for women and minorities by cultivating a family of students and staff who solve problems through collaboration, innovation, passion, and perseverance. This mission demands that we equip students with both the academic competencies and personal attributes necessary to succeed in college, careers, and civic life.

College and Career Readiness

SPES prepares students for long-term success by embedding college and career readiness into every aspect of our instructional program. As part of a TK–12 network, we benefit from a vertically aligned pathway that begins in elementary school and extends through high school graduation. Our graduates exemplify this readiness: 100% of STEM Prep high school students graduate, 99% are admitted to college, and 72% pursue STEM majors.

To ensure students are on this trajectory, we focus on the development of:

- Core academic competencies aligned to the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), with an emphasis on problem solving, evidence-based reasoning, and inquiry.
- Academic habits of mind, such as perseverance, self-direction, and critical thinking.
- Social-emotional skills, including collaboration, empathy, and communication, which are key to both college and career success.

These competencies are reinforced through project-based learning, cross-disciplinary inquiry, and performance-based assessments that align to real-world contexts. Our instructional design is informed by Silva (2008), who emphasizes that 21st century skills are best demonstrated through what students can do with knowledge, not simply what they know.

Use of Technology

Technology is a cornerstone of 21st century learning. At SPES, students regularly engage with digital tools to research, create, and communicate. From early grades, students use tablets and laptops to access adaptive learning platforms in math and literacy, collaborate via shared documents, and demonstrate learning through multimedia presentations.

We align our practices to the ISTE (International Society for Technology in Education) Standards for Students, which define an educated technology user as:

- An empowered learner who takes ownership of learning through technology.
- A digital citizen who acts ethically and responsibly in online environments.
- A knowledge constructor and computational thinker who uses digital tools to inquire, analyze data, and develop solutions to problems.

Technology is not treated as an add-on; it is integrated into instruction to enhance cognitive rigor and accessibility. Media and information literacy is explicitly taught, enabling students to evaluate sources, synthesize content, and communicate effectively—an essential skill set in a digital information economy.

Increasingly, SPES incorporates artificial intelligence (AI) tools into the classroom to support personalized learning and timely feedback. These tools are intentionally designed to promote productive struggle—encouraging students to persist through appropriately challenging tasks. This approach fosters resilience, sometimes referred to as “grit,” and cultivates a growth mindset where students believe in their capacity to improve through effort and support. These mindsets are essential for lifelong learning, effective self-advocacy, and success in postsecondary pathways.

Global Awareness and Multicultural Competence

As societies become more interdependent, an educated person must be prepared to engage with cultural diversity and global issues. SPES embraces multicultural literacy through culturally responsive curriculum and bilingual education models that recognize the value of students’ home languages. Our emphasis on multilingualism and cultural competence prepares students for collaboration across differences and for participation in a global workforce.

Friedman (2008) underscores that as the world becomes “flatter, hotter, and more crowded,” students must understand and address environmental, economic, and social challenges through a sustainability lens. At SPES, sustainability is embedded in project-based units that require students to explore local and global problems and design solutions rooted in empathy and evidence.

SPECIFIC ANNUAL ACTIONS TO ACHIEVE IDENTIFIED ANNUAL GOALS

Section 1.6 LCFF Table

STEM Prep Elementary School will pursue schoolwide and student group outcome goals each year, aligned to the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the Common Core) and reflect proficiency metrics included in the CA School Dashboard reports, as well as state priorities detailed in California Education Code § 52060(d).

The following chart summarizes the school’s goals as of this renewal petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d).

We note that as required under the California Education Code, SPES’s stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds, with specific goals set for a period of three years, as required by state law, and annual updates provided. The following is intended to be illustrative of the goals and actions SPES anticipates at this point in time for the new charter term, with our actual goals, actions, and outcomes to be included in the LCAP.

LCFF STATE PRIORITIES
GOAL #1

Foster a culture of STEM excellence and ensure a safe, inclusive, and connected school community that promotes student engagement and learning.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

1. **Effective Operations Management:** The investments required to maintain warm and effective school operations, including our Elementary Operations Manager and office supplies. This action provides a foundation of communication and efficiency for our other school initiatives.
2. **Safe and Compliant Facility:** We will continue investments to maintain a safe and compliant facility, including our two custodians, our Facilities Manager, security expenses, custodial supplies, security monitoring, rent, utilities, pest control, landscaping, fire safety, and needed repairs.
3. **Multi-Tiered System of Supports (MTSS) for Student Engagement and School Culture:** This action invests in the staffing and some supplies to support our MTSS program, including investments in our Behavior Specialist and behavior aides, Counselor, Office Assistant, and Campus Aide, as well as sports equipment for students to support recess, team sports, and other physical activities to support school culture. Additionally, this action funds CMO support from our Director of Counseling. These roles provide social-emotional support, lead interventions, and function as positive role models for our students as we continue to support a culture of STEM excellence.
4. **CMO-Level Support for Student Engagement and School Culture:** This action invests in support from the CMO to promote student attendance and engagement in school by funding our Network Operations Manager, our Director of Data and Accountability, and our nurse.

Expected Annual Measurable Outcomes

Outcome #1: School Attendance Rate
Metric/Method for Measuring: P2 School-Wide Attendance Report (only reported school-wide)

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	90.68%	92%	94%+	94%+	94%+	94%+

Outcome #2: Chronic Absenteeism Rate
Metric/Method for Measuring: CA School Dashboard

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	33.9%	32%	31%	30%	29%	28%
English Learner Students	25%	24%	23%	22%	21%	20%
Socioeconomically Disadvantaged Students	34.7%	33%	32%	31%	30%	29%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	30.3%	29%	28%	27%	26%	25%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3: Student Suspension Rate						
Metric/Method for Measuring: CA School Dashboard						
Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learner Students	0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #4: Student Expulsion Rate						
Metric/Method for Measuring: Internal Data (only reported school-wide)						
Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
Outcome #5: Student Climate Survey Results for Safety & Connectedness						
Metric/Method for Measuring: Internal Data (only reported school-wide)						
Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Connectedness)	89%	90%	90%+	90%+	90%+	90%+
All Students (Safety)	75%	76%	77%	78%	79%	80%
Outcome #6: Parent Climate Survey Results for Safety & Connectedness						
Metric/Method for Measuring: Internal Data (only reported school-wide)						
Applicable Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All	94%	90%+	90%+	90%+	90%+	90%+
Outcome #7: Parental Involvement and Family Engagement (Local Indicator)						
Metric/Method for Measuring: CA School Dashboard						
Applicable Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All	Standard met	Standard met	Standard met	Standard met	Standard met	Standard met
Outcome #8: Rating on Facility Inspection Toolkit						
Metric/Method for Measuring: FIT						
Applicable Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All	Good	Good or better	Good or better	Good or better	Good or better	Good or better
GOAL #2						

Provide all students with highly effective teachers and rigorous standards-aligned curriculum and instructional materials that equip them to become successful college graduates and professionals.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> <input type="checkbox"/>

Specific Annual Actions to Achieve Goal

1. Standards-Aligned Instructional Materials: This investment ensures all students have access to high-quality, current resources that directly align with academic standards, fostering a well-rounded and effective learning environment. This includes curriculum expenses, online learning platforms, formative assessments, literacy intervention software, and other standards-aligned instructional materials to support student success.
2. High-Quality Teachers and School Leadership: Our investments prioritize fostering a talented and dedicated faculty. This encompasses expenses related to attracting and retaining qualified educators through competitive salaries, hiring costs, and recruitment initiatives. Additionally, funding supports effective classroom instruction and a positive learning environment by providing substitute coverage for absences and allocating resources for core TK-5 classroom teachers, including PE and the school principal.
3. Special Education Program: Expenses in this action ensure that effective staffing, services, assessment, and reporting is in place for our students with disabilities. This includes additional RSP teachers, DIS counselors, school psychologist, a SPED assistant, and support from the CMO-level Director of Special Education.
4. CMO-Level Talent Support: We invest in support from the CMO Director of Talent and Development to recruit and retain staff who are well-qualified to teach our student population, centering the needs of our low-income students, foster youth and English Learners.
5. Project Lead the Way (PLTW): Leadership from the PLTW Coordinator and Director of STEM at the CMO level to ensure the successful implementation of the PLTW curriculum. This effort is key to disrupting the status quo in STEM and getting more people of color into STEM professions, part of the vision of SPES, and is an effort specifically targeted to support our low-income students, English Learners, and foster youth, who may both face and perceive additional barriers to entering these fields.

Expected Annual Measurable Outcomes

Outcome #1: Teachers Appropriately Assigned/Fully Credentialed

Metric/Method for Measuring: LAUSD Oversight Report (school-wide only)

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	Met	Met	Met	Met	Met	Met

Outcome #2: Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

Metric/Method for Measuring: CA School Dashboard (school-wide only)

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #3: Implementation of California academic content and performance standards for all students (for ELA, Math, History/Social Science, ELD, and Next Generation Science Standards)

Metric/Method for Measuring: CA School Dashboard (school-wide only)						
Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	5	5	5	5	5	5
Outcome #4: % of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD						
Metric/Method for Measuring: Internal Data						
Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
English Learner Students	100%	100%	100%	100%	100%	100%
Outcome #5: Teacher Climate Survey Results for Safety & Connectedness (% agree/strongly agree that I am satisfied with my job)						
Metric/Method for Measuring: (Internal Data)						
Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
Teachers	70%	80%	90%	90%+	90%+	90%+
Outcome #6: All students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specific in SPES' approved charter petition, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs						
Metric/Method for Measuring: CA School Dashboard						
Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students	Met	Met	Met	Met	Met	Met
GOAL #3						
Accelerate academic achievement and growth for all students in English, math, and science and for multilingual learners in English Language Development.				Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ol style="list-style-type: none"> 1. Differentiated Instructional Supports: Investment in this area ensures academic success for all students, with a particular focus on low-income students, English Learners, and foster youth. This includes our Intervention Teacher and instructional aide, as well as resources like targeted instructional and intervention materials, student workbooks and supplies, and culturally diverse books. These investments allow teachers to tailor instruction to individual needs and learning styles, promoting an equitable and inclusive learning environment where all students can thrive. This action was designed in part to meet the needs of English Learners, who were identified in the Red performance level for ELA on the 2023 Dashboard. 2. Professional Development: This includes investments in external professional development, coaching, and professional development support from CMO staff, including the Induction and Residency Coordinator. The focus of all professional development is supporting actions that will lead to strong academic achievement for all students, with specific emphasis on meeting the needs of low-income students and English Learners. This action was designed in part to meet the needs of English Learners, who were identified in the Red performance level for ELA on the 2023 Dashboard. 3. Instructional Leadership and Support Staffing: We invest in additional staffing positions (both leadership and direct services) to ensure the academic needs of our low-income students, 						

foster youth, and English Learners are met in every classroom. This includes the work of our elementary site coordinator and our instructional aides, as well as CMO-level support from the Chief Academic Officer, Elementary Specialist, History Department Lead, Director of Humanities, and Principal Coach. This action was designed in part to meet the needs of English Learners, who were identified in the Red performance level for ELA on the 2023 Dashboard.

4. ELD Program: We invest in the growth and success of our English Learners by ensuring professional development for staff in integrated and designated ELD, strong EL curriculum, our ELD teacher, and getting CMO-level support from the Director of ELD and our Director of RDEI. This action was designed in part to meet the needs of English Learners, who were identified in the Red performance level for ELA on the 2023 Dashboard.
5. Academic Technology: Our "Academic Technology" investments prioritize equitable access to learning tools for all students, especially low-income students who may not have the same access at home. This encompasses device access for every student, with the necessary licenses for software and programs. Additionally, dedicated IT support from the CMO ensures smooth technology use in the classroom.

Expected Annual Measurable Outcomes

Outcome #1: CAASPP English Language Arts Performance (Distance from Standard)

Metric/Method for Measuring: CA School Dashboard

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	-46.6	+1.0	+1.0	+1.0	+1.0	+1.0
English Learner Students	-68.4	+1.0	+1.0	+1.0	+1.0	+1.0
Socioeconomically Disadvantaged Students	-54.3	+1.0	+1.0	+1.0	+1.0	+1.0
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-42.7	+1.0	+1.0	+1.0	+1.0	+1.0
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: CAASPP English Language Arts Performance (% Meeting/Exceeding Standard)

Metric/Method for Measuring: CA School Dashboard

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	35.1%	36%	37%	38%	39%	40%
English Learner Students	9.09%	10%	11%	12%	13%	14%
Socioeconomically Disadvantaged Students	32.12%	33%	34%	35%	36%	37%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	34.15%	35%	36%	37%	38%	39%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: CAASPP Math Performance (Distance from Standard)

Metric/Method for Measuring: CA School Dashboard

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	-65.6	+1.0	+1.0	+1.0	+1.0	+1.0
English Learner Students	-78.1	+1.0	+1.0	+1.0	+1.0	+1.0
Socioeconomically Disadvantaged Students	-71.6	+1.0	+1.0	+1.0	+1.0	+1.0
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-58.9	+1.0	+1.0	+1.0	+1.0	+1.0
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: CAASPP Math Performance (% Meeting/Exceeding Standard)

Metric/Method for Measuring: CA School Dashboard

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	22.22%	22%	23%	24%	25%	26%
English Learner Students	8.57%	9.5%	10.5%	11.5%	12.5%	13.5%
Socioeconomically Disadvantaged Students	20.86%	22%	23%	24%	25%	26%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	24%	25%	26%	27%	28%	29%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: CAST Performance (% Meeting/Exceeding Standard)

Metric/Method for Measuring: CA School Dashboard

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	21.67%	23%	24%	25%	26%	27%
English Learner Students	6.67%	7.5%	8.5%	9.5%	10.5%	11.5%

Socioeconomically Disadvantaged Students	21.57%	22.5%	23.5%	24.5%	25.5%	26.5%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	23.4%	24.5%	25.5%	26.5%	27.5%	28.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #6: English Learner Progress Indicator (ELPI)						
Metric/Method for Measuring: CA School Dashboard						
Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
English Learner Students	53.7%	55%	56%	57%	58%	59%
Outcome #7: EL Reclassification Rate						
Metric/Method for Measuring: CA School Dashboard						
Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
English Learner Students	24.4%	25.5%	26.5%	27.5%	28.5%	29.5%

INSTRUCTIONAL DESIGN

Section 1.7 Innovative Components and Key Features of the Educational Program

An Integrated Framework for Equity and Excellence

The educational program at STEM Prep ES is a cohesive and intentionally designed framework that drives student success. The school's innovative features are not a collection of separate initiatives but three deeply interconnected pillars—a constructivist foundation, a three-dimensional approach to student engagement, and an unwavering commitment to culturally responsive teaching. These pillars work in concert to produce a uniquely effective learning environment. This integrated model is the engine behind the school's demonstrated trajectory of meaningful academic growth and its success in serving the students and families of the West Adams, Jefferson Park, and surrounding communities.

Grounded in the understanding that there is no single "universal best teaching practice," the SPES model purposefully selects and integrates research-based strategies to create a coherent program tailored to its specific context. Serving a student population that is predominantly socioeconomically disadvantaged, Hispanic/Latino, and includes a significant percentage of English Learners, the school's educational program is built to ensure every child has the tools to become a "self-motivated, competent, and lifelong learner" (Bransford et al., 2000). This section details the theoretical underpinnings and practical applications of the three core features that define the SPES educational experience.

The Constructivist Foundation: Students as Active Builders of Knowledge

The instructional philosophy at SPES is rooted in social constructivism, a theory holding that learning is an active, social process of building understanding rather than passively receiving information. This approach positions students as collaborators and problem-solvers who construct knowledge through inquiry, dialogue, and interaction with real-world contexts, fundamentally shifting the teacher's role from a dispenser of facts to a facilitator of learning. This philosophy is grounded in the foundational research of learning scientists like Lev Vygotsky (1978) and John D. Bransford (Bransford et al., 2000).

Vygotsky's (1978) theory posits that learning is inseparable from its social context and that all higher cognitive functions originate in the interactions between people. Knowledge is not simply constructed by an individual; it is "co-constructed" through language and collaboration. This provides the theoretical basis for the school's emphasis on collaborative group work, peer sharing, and student-driven dialogue. Similarly, the

How People Learn framework developed by Bransford et al. (2000) emphasizes that students enter the classroom with existing knowledge and preconceptions that must be engaged for learning to occur. Information that is not connected to a learner's prior experiences is quickly forgotten; therefore, learners must actively build new information into their existing mental frameworks. At SPES, this principle is the cornerstone of the instructional model.

The Inquiry-Based Lesson Cycle as Constructivism in Action

SPES translates constructivist theory into a daily, repeatable classroom practice through its signature five-part inquiry-based lesson cycle. This pedagogical framework is not a rigid script but a dynamic and responsive tool that systematically moves students through the process of knowledge construction. It is designed to foster "productive struggle" and empower students to build their own meaning, shifting the heavy cognitive lifting from the teacher to the student (Bransford et al., 2000).

This cycle is a powerful mechanism for teaching within what Vygotsky (1978) termed the Zone of Proximal Development (ZPD)—the critical space between what a student can do independently and what they can achieve with guidance.

The Explore phase, where students grapple with an open-ended "Essential Question" using their prior knowledge, allows the teacher to assess a student's current, independent ability level. The "actionable data" gathered during this phase of productive struggle directly informs the Guided Instruction phase, which provides the precise scaffolding—such as modeling, targeted questioning, or direct instruction—needed to elevate the student into their ZPD, where new learning occurs. This process ensures that instruction is consistently differentiated and responsive to student needs.

Problem-Based STEM Learning

The school's hands-on, problem-based approach to science and STEM instruction is a prime example of constructivism in practice. The curriculum empowers students to "adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them" (Bransford et al., 2000). Learning is experiential, involving hands-on activities with robotics, electric circuitry, and engaging scenarios such as medical "mystery" and "crime" solving.¹ This approach aligns directly with the constructivist principle of learning through active engagement with "real and authentic problems," where students become creative, collaborative problem-solvers ready to take on any challenge.

Fostering Deep Engagement: A Three-Dimensional Approach to Student Investment

ES cultivates student success by treating engagement not as a monolithic concept, but as a "meta-construct" encompassing three distinct yet interdependent dimensions: behavioral, emotional, and cognitive (Fredricks et al., 2004). By systematically fostering all three, the school creates a virtuous cycle where a safe and supportive climate enables the academic risk-taking necessary for deep, cognitive learning, which in turn reinforces students' positive connection to school.

This three-dimensional framework provides a richer characterization of the student experience than any single component could alone. The school's strategies are designed to address all three dimensions simultaneously, recognizing that they are "dynamically embedded within a single individual and are not isolated processes" (Fredricks et al., 2004).

Behavioral Engagement: Participation and Positive Conduct

Behavioral engagement involves students' participation in academic tasks, adherence to classroom norms, and overall on-task behavior. It is the most visible form of engagement, and SPES supports it through a system of clear and consistent school-wide practices. These include "uniformed expectations, CHAMPS, morning greetings, and other PBIS aligned strategies to support an inviting student culture". This structured and predictable environment minimizes disruptions and maximizes time on task, creating the necessary conditions for learning to occur.

Emotional Engagement: Belonging and Positive Connection

Emotional engagement refers to students' affective connection to school, including their sense of belonging, their interest in learning, and their relationships with teachers and peers. SPES is intentionally designed as a "small school where every student is known individually by multiple caring adults," which is a critical structural support for emotional engagement. This personalized environment is foundational to the school's positive and restorative climate, which is further cultivated through practices like relationship-building and community circles. SPES is an exceptionally safe, supportive, and caring environment where students feel seen and valued.

Cognitive Engagement: Investment and Productive Struggle

Cognitive engagement is the deepest dimension, defined by a student's psychological investment in learning, their willingness to tackle challenging tasks, and their use of metacognitive strategies to monitor their own understanding. At SPES, cognitive engagement is not left to chance; it is explicitly taught and systematically fostered. The core pedagogy of "productive struggle" within the inquiry cycle encourages students to persist through difficulty. To support this, the school explicitly teaches perseverance strategies such as CATCH for close reading, CER for argumentation, and ACE'M for problem-solving. These concrete tools equip students to remain cognitively invested when faced with complex tasks, transforming challenges into opportunities for deeper learning.

The three dimensions of engagement are causally linked at SPES. The strong foundation of emotional engagement, evidenced by the safe and restorative climate, fosters the trust necessary for students to participate fully (behavioral engagement). This safe and participatory environment is the essential precondition for students to take the intellectual risks required for deep cognitive engagement, such as attempting a difficult problem or sharing a developing idea. When students successfully engage cognitively and experience mastery, it reinforces their sense of competence and interest, which feeds back into and strengthens their emotional connection to school. This virtuous cycle demonstrates that the school's impressive climate data is not merely a social outcome but a direct contributor to its academic achievements.

Culturally Responsive Teaching: Affirming Identity to Accelerate Achievement

In direct alignment with its mission to "disrupt the status quo of inequitable access to high quality STEM pathways for women and minorities," SPES employs a culturally responsive pedagogy that recognizes and leverages students' cultural and linguistic backgrounds as assets for learning.¹ This approach moves beyond surface-level multiculturalism to fundamentally reframe the teaching and learning process. It is built on the foundational work of scholar Gloria Ladson-Billings, whose theory of Culturally Relevant Pedagogy rests on three essential and interconnected pillars: academic success, cultural competence, and critical consciousness (Ladson-Billings, 1995).

Academic Success

The first pillar of culturally responsive teaching is an unwavering focus on student learning and academic achievement. A culturally responsive classroom is, first and foremost, a place where all students are held to high expectations and provided with the support needed to meet them. SPES demonstrates its commitment to this pillar through its strong academic growth data, particularly for the student subgroups it is designed to serve. This focus on tangible academic outcomes ensures that pedagogy is not just relevant, but effective.

Cultural Competence

The second pillar, cultural competence, involves helping students recognize and honor their own cultural beliefs and practices while acquiring access to the wider culture (Ladson-Billings, 1995). This is an asset-based approach that views students' backgrounds not as deficits to be overcome but as resources for learning. SPES puts this into practice in several key ways. First, teachers select instructional materials, such as literature, that reflect a range of cultural backgrounds, providing students with mirrors to their own experiences and windows into the experiences of others. Second, the school's comprehensive, two-tiered ELD program treats students' home languages as a foundation for learning English.¹ All teachers are trained in Specially Designed Academic Instruction in English (SDAIE) strategies, which explicitly link new content to students' background knowledge and experiences, making grade-level curriculum accessible while simultaneously developing language skills.

Critical Consciousness

The third and most transformative pillar is the development of critical consciousness, which Ladson-Billings defines as the ability to identify, analyze, and solve real-world problems, especially those that result in societal inequalities (Ladson-Billings, 1995). It is about giving students the tools to not only understand the world but to challenge and change it.

The SPES mission is a direct and powerful enactment of this pillar. By framing its purpose as creating a TK–12 pipeline of individuals who will transform their community by closing the socio-economic, ethnic, and gender gaps in STEM fields, SPES explicitly positions education as a tool for social justice. Students are not just learning science and math; they are being equipped with the skills, the knowledge, and the dispositions to change the inequity in those fields. This approach gives profound purpose to academic work, answering the perennial student question, "Why do we have to learn this?" with a compelling vision of personal and community empowerment. This transforms the pedagogy from being merely relevant (reflecting student culture) to being truly responsive and sustaining (using that culture as a foundation to critique and act upon the world).

Conclusion: A Cohesive and Proven Model

The synergistic integration of a constructivist pedagogy, a three-dimensional model of engagement, and a culturally responsive framework creates a uniquely powerful and effective educational program at STEM Prep Elementary School. This model is not merely theoretical; it has been faithfully implemented, resulting in a positive and restorative school climate and a clear, measurable trajectory of academic growth for the students it serves. The school's signature inquiry-based lesson cycle operationalizes constructivist theory, while its supportive and structured environment fosters deep student engagement. Finally, its mission-driven, culturally responsive approach empowers students to see themselves as agents of change in their communities. This proven, research-based, and faithfully implemented program makes a compelling case for charter renewal, allowing SPES to continue its vital work of disrupting inequity and fostering excellence for the next generation of STEM leaders.

Section 1.8 Curriculum and Instruction

All of STEM Prep ES's curriculum and instructional methodologies are designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss), including the California Common Core State Standards (CA CCSS) (www.corestandards.org) and Next Generation Science Standards (NGSS). Our faculty receive ongoing training and support to ensure that students receive individualized instruction and strategies that help them master the content standards. Lesson plans are intentionally designed to maintain clear alignment to these standards.

All teachers use learning targets to guide their planning. These learning targets include the content and skills needed to master the CCSS and NGSS standards. Learning targets are written in the language of the CCSS for literacy and math and are designed across varying Depth of Knowledge (DOK) levels. Teachers are trained to implement learning targets and curriculum aligned to both state and national standards through our inquiry-based lesson cycle. This training supports teachers in delivering lessons that require students to do the heavy cognitive lifting by exploring the learning target—often in the form of an essential question or problem—before the teacher provides guided instruction. This model encourages students to apply critical thinking skills, leverage prior knowledge, and utilize available resources to solve problems similar to those found on state assessments.

To support all learners—particularly English Learners—STEM Prep ES implements both integrated and designated English Language Development (ELD) strategies. The integrated approach supports all English Learners throughout the school day, including newcomers and At-Risk students, through the use of scaffolds and instructional supports. Through both integrated and designated approaches, teachers use the ELD standards to design lessons and supports tailored to the linguistic and academic needs of English Learners.

STEM Prep ES's CCSS-aligned core curriculum, which includes the Next Generation Science Standards, is purposefully designed to articulate with the curriculum at College Prep Academy (CPA) and Middle School College Prep (MSCP) in both content and instructional methodology. The pedagogical philosophy across all three campuses remains consistent, ensuring coherence and continuity in our TK–12 educational model.

Section 1.9a Integral Features and Components of the Educational Program by Subject Area

The instructional program at STEM Prep Elementary School (SPES) is intentionally designed to reflect the school's constructivist pedagogy, culturally responsive framework, and deep commitment to preparing

21st-century learners. Each component is grounded in research and selected to promote equity, engagement, and academic achievement.

Students Learn Best When...	STEP Prep Strategy	Research Supporting STEM Prep Strategies to Create These Conditions
Instruction is personalized to meet the students' needs.	SPES maintains average class sizes of 25.1 students, excluding P.E. and enrichment classes, enabling more individualized instruction.	A Tennessee STAR study found that students in small classes were more likely to graduate on time, take advanced math and English courses, and graduate with honors, compared to peers in larger classes.
Lessons are relevant to the students' lives and have real-world application.	Through Project Lead The Way (PLTW) and other hands-on, inquiry-based learning opportunities, students apply content knowledge to real-world contexts. Literature, thematic units, and problem-based learning are designed to reflect students' cultural, linguistic, and urban experiences.	Taylor (2006) emphasizes the brain's need to connect new learning with existing experiences. Rushton et al. (2003) affirm that real-life, problem-oriented learning fosters developmentally appropriate, brain-based instruction.
The school sets and supports high expectations for all students.	SPES cultivates a culture of high expectations, ensuring that all students are held to rigorous academic and behavioral standards, with the necessary supports to meet them.	Research on programs serving at-risk youth consistently shows that high expectations—paired with support—decrease dropout rates and increase college-going rates (NCREL).
Teachers continuously refine their instructional practice.	SPES embeds weekly professional development and launches each school year with multi-day summer institutes. Teachers meet in grade-level teams to analyze student data and co-plan instruction. Instructional Coaches—high-performing teachers who meet ESSA criteria—provide real-time coaching, model best practices, and lead lesson study. Leaders conduct frequent observations and tailor PD to schoolwide priorities, ensuring instructional growth stays responsive and aligned.	Ferguson (1991) found that districts investing in highly effective teachers saw the greatest gains in student achievement. McLaughlin (1993) notes that professional learning is most impactful when grounded in locally developed professional communities. Darling-Hammond and Sykes (2003) confirm that collaborative inquiry among teachers is essential to sustained instructional improvement.
The school attracts and retains teachers who are passionate, competent and engaging through	SPES recruits diverse, mission-aligned teachers from top preparation programs. Interviews include content tasks and cultural competency screening to find candidates who thrive in a collaborative, data-driven environment.	Ferguson (1991) found that spending on highly qualified teachers yields greater gains in student achievement than any other investment. Research also supports that career ladders, when implemented with

Students Learn Best When...	STEP Prep Strategy	Research Supporting STEM Prep Strategies to Create These Conditions
<p>innovative recruitment strategies and a challenging career ladder.</p>	<p>Teachers advance through a structured career ladder with roles like Mentor Teacher and Instructional Coach, offering stipends and leadership opportunities. SPES builds professional growth into every role and prioritizes internal promotion.</p>	<p>professional learning and leadership opportunities, can improve instructional quality and teacher retention (Odden & Kelley, 2002).</p>
<p>There is a high level of engagement by parents/ guardians in their children’s learning process.</p>	<p>SPES views families as vital partners in student success and fosters meaningful, two-way communication. The school operates a Parent Center and hosts events like Coffee with the Principal, Parent Workshops, and leadership opportunities through SSC and ELAC. Families engage in classroom and schoolwide activities and receive regular updates via newsletters, texts, and conferences. SPES ensures outreach is culturally and linguistically responsive and supports engagement through volunteer roles, attendance incentives, and behavior celebrations—building strong school-community ties that support students’ academic and social-emotional growth.</p>	<p>Decades of research confirm that parent involvement is positively linked to student achievement, better attendance, and improved behavior (Henderson & Mapp, 2002). Studies show that schools fostering strong family-school partnerships see gains in reading and math achievement and overall school climate (Jeynes, 2005).⁸</p>
<p>Instruction is driven by data.</p>	<p>SPES grounds instruction in a continuous cycle of data collection, analysis, and action. Teachers use tools like iReady and Illuminate to assess learning, disaggregate results, and identify gaps. Grade-level teams meet weekly to adjust instruction and reteach based on data. Leadership triangulates assessment results, observations, and student work to spot trends and guide professional development. Data cycles are built into the calendar, with schoolwide data dives after each benchmark. Teachers receive targeted coaching and collaborate on plans tailored to student needs. This</p>	<p>According to EdSource (2007), data-driven instruction leads to higher student achievement when paired with ongoing teacher development. Boudett et al. (2005) emphasize that schoolwide data cycles focused on collaborative inquiry promote sustained academic gains.</p>

⁸ <http://www.nwrel.org/scpd/sirs/3/cu6.html>

Students Learn Best When...	STEP Prep Strategy	Research Supporting STEM Prep Strategies to Create These Conditions
	approach supports personalized learning and drives instructional improvement.	
<p>We take a systematic and explicit approach to literacy and integrate literacy across every discipline.</p>	<p>SPES grounds its ELA instruction in the science of reading, ensuring students develop strong foundational skills alongside deep comprehension. In early grades (K-2), instruction is explicit, systematic, and cumulative, emphasizing phonological awareness, phonics, and fluency. Students receive direct instruction using research-based curricula and are regularly assessed to monitor decoding and encoding progress. In upper elementary, students engage in close reading, academic discourse, and writing across the curriculum, using grade-level complex texts. Teachers use rubrics to guide instruction, provide feedback, and support students in achieving mastery. Literacy is integrated across subject areas, and students write routinely in science, social studies, and math.</p>	<p>The National Reading Panel (2000) and subsequent research confirm that explicit, systematic phonics instruction is essential in early reading development. Shanahan & Shanahan (2008) highlight the importance of disciplinary literacy and the transfer of reading skills across content areas.</p>

Instructional Approach and Methodologies

We detail below the overall instructional strategies and approaches implemented at the school. Teachers employ a variety of specific instructional practices in the classroom, including the following:

- *Teacher-as-Facilitator* – In a learning environment that supports students in becoming self-directed, life-long learners, the primary role of the teacher is to guide learning rather than direct it. At STEM Prep ES, the teacher acts as a coach, providing frameworks for learning and helping students build on their strengths and interests.
- *Cooperative Learning* – Cooperative learning supports the STEM Prep ES vision in a number of ways. In guiding effective small-group learning, STEM Prep ES teaches students the communication and team-building skills essential to life in the 21st century. As students work together to solve problems and determine work processes, they begin to direct their own learning.

- *Scaffolding* – Scaffolding instruction is based on Vygotsky’s socio-cultural theory of learning and the zone of proximal development and relates to the Teacher-as-Facilitator role. Teachers identify the current developmental skills of individual students and classes and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing their learning, and the teacher gradually removes the supports.
- *Lecture/Modeling* – Guided instruction, specifically lecture and modeling with question and answer opportunities for checking understanding, serves as a methodology when teachers need to explain or demonstrate specific content and skills. This methodology plays an important role when combined with other instructional strategies, as it helps introduce or reinforce concepts quickly and efficiently. It also benefits students who are primarily auditory learners.

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

Teachers use an inquiry-based lesson cycle across the curriculum, which allows students to explore content as teachers act as facilitators of learning. The inquiry-based lesson cycle occurs in every discipline as described by various subject areas in the Curriculum and Instruction section. The inquiry-based lesson cycle involves five components, typically delivered over multiple days:

- **Engage:** Teachers introduce the topic and create a curiosity episode that excites students through a common experience related to the learning that occurs. The Engage is a quick task that allows for discourse and is relevant to students’ real-world experience.
- **Explore:** Students use prior knowledge to answer an essential question or solve an essential problem. The question or problem is open-ended and encourages discourse. During the Explore, students experience productive struggle as they work together to persevere through the challenge. The Explore is student-centered and yields actionable data for teachers to use in guided instruction.
- **Guided Instruction:** Students acquire the critical content knowledge and skills needed to solve or answer the learning target. This instruction is structured and guided by data gathered during the Explore. Teachers allow for discourse and continuously check for understanding to inform instruction and assess readiness for practice.
- **Practice:** Students practice the critical content knowledge and skills needed to master the learning target. Practice is differentiated based on student needs and includes discourse, critical thinking, and justification of reasoning. Practice prepares students for the closure and often includes revisiting the essential question or problem.
- **Closure:** Closure serves as an independent assessment that allows students to demonstrate mastery of the learning target. It includes reflection, feedback, and goal setting, and is differentiated based on student needs. Results from the closure guide next instructional steps.

The SPES Inquiry-Based Lesson Cycle

Component	What Is It?	Essential Criteria
Learning Target	Used to establish clear criteria for what students need to demonstrate to show mastery of an academic standard.	<ul style="list-style-type: none"> • Based on academic standards (CCSS, NGSS). • Includes critical declarative (content) and procedural (skill) knowledge. • Provides a focus for the lesson and a guide for learning.
Essential Question	A problem or question used to measure student progress towards mastery of the learning target.	<ul style="list-style-type: none"> • Posed at the beginning of the lesson (during Explore). • Referred to throughout the lesson. • Attainable for all but challenges students within their ZPD. • Cognitively complex and open-ended.
Engage	Creates a curiosity episode to get students interested in the lesson.	<ul style="list-style-type: none"> • Short task (under 5 minutes). • Relates concept to the real world. • Fosters collaboration and discourse. • Provides a common experience for all students.
Explore	Provides students with the opportunity to use prior knowledge to answer the essential question/solve the problem.	<ul style="list-style-type: none"> • Student-centered; students persevere using prior knowledge. • Yields actionable data for the teacher to guide instruction. • Allows for multiple pathways to a solution.
Guided Instruction	An opportunity for students to acquire the critical content knowledge and skills needed to master the learning target.	<ul style="list-style-type: none"> • Structured and planned based on data from the Explore phase. • Allows for discourse and continuous checks for understanding. • Provides the necessary scaffolding for students to persevere.
Practice	An opportunity for students to practice the critical content knowledge and skills needed to master the learning target.	<ul style="list-style-type: none"> • Differentiated based on student needs and current level of understanding. • Requires critical thinking and justification of reasoning. • Prepares students for the independent closure task.

Component	What Is It?	Essential Criteria
Closure	An independent assessment for students to show their mastery of the learning target.	<ul style="list-style-type: none"> • Measures mastery of critical content and skills using a rubric. • Differentiated based on student needs. • Provides opportunity for reflection, feedback, and goal setting.

The inquiry-based lesson cycle is fluid and data-driven. It may occur over multiple days, with teachers revisiting different components as needed. High levels of active engagement are essential to the process. Teachers use a range of strategies to promote engagement, including:

- **Deep Questioning:** Teachers foster critical thinking by posing higher-order questions aligned to Webb’s Depth of Knowledge (DOK). Students collaborate and use resources to construct responses throughout the lesson.
- **Think Pair Share:** This strategy structures time for individual thinking and peer discussion, increasing participation and differentiating instruction beyond traditional recitation.
- **Turn and Talk:** Used spontaneously, this oral language strategy re-engages students with a task or concept and prompts peer discussion to support engagement and clarify ideas.
- **Group Reading Roles:** Assigning specific roles during group reading ensures all students participate meaningfully, building fluency, comprehension, and cognitive engagement.
- **Interactive Reading & Modeling:** Students actively engage with text by annotating and summarizing. Teachers model these strategies to develop independent, focused, and reflective readers.

STEM Prep ES teachers ensure that all students, including English Learners and students with disabilities, have access to grade-level content through these strategies, along with differentiation, Universal Design for Learning, and targeted small-group supports. Teachers use integrated and designated ELD and individualized accommodations to ensure equitable access to rigorous instruction.

Culturally Relevant Teaching practices further create inclusive environments where all students access the intended rigor and see their backgrounds reflected in the curriculum.

STEM Prep ES encourages teachers to connect learning across subjects and the real world. School-wide practices such as Writing Across the Curriculum and the use of technology beginning in TK/Kindergarten help build both academic and digital literacy. By offering rigorous, relevant, and accessible learning experiences, the school prepares all students for college, careers—especially in STEM—and for becoming socially responsible and productive members of society.

English Language Arts (Core Subject)

The ELA instructional program provides equitable access to rigorous, quality instruction aligned to the California Common Core State Standards for English Language Arts. Both our K-2 and 3-5 curricula are

grounded in the science of reading and rated “All Green” by EdReports. K-2 uses HMH Into Reading to deliver effective early literacy instruction. Grades 3-5 use Core Knowledge Language Arts (CKLA), which supports increasing complexity in ELA skills and ensures continuity with our 6-8 core curriculum, Amplify ELA.

K-2 Instructional Program

Through a systematic scope and sequence, HMH Into Reading builds on the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program also integrates background knowledge, writing, language development, and socio-emotional learning (SEL). Rooted in the Science of Reading and Writing research, the program aims to raise literacy achievement through high-quality instruction, structured literacy, differentiation, and assessment for learning.

To differentiate and support all levels of readers, students engage with leveled readers and decodable texts. Decodable texts reinforce foundational skills through authentic reading experiences sequenced by the phonic skills and irregular words learned. Leveled readers provide daily opportunities to access appropriately leveled texts and apply comprehension strategies while decoding novel words in engaging texts.

As a supplemental support and reading intervention tool, Amira Learning from HMH offers 1:1 reading tutoring that doubles reading growth, provides reading fluency assessment, and includes dyslexia risk screening in English and Spanish. We also use the Wilson intervention program as intensive reading support for our most struggling readers, including students with disabilities. In small groups, these students focus on sounds and patterns to improve phonemic awareness and reading skills.

Three core instructional components structure students’ literacy instruction each day. Structured Literacy (foundational skills) instruction, Reading and Writing instruction, and Literacy Centers.

Structured Literacy (foundational skills)

Extensive research shows that decoding written words and comprehending their meaning require explicit, systematic instruction and sustained practice. The Structured Literacy approach from HMH includes six evidence-based components: phonology, sound-symbol association, syllables, morphology, syntax, and semantics. Teachers deliver systematic, cumulative, explicit, and diagnostic instruction tailored to students’ developmental needs, ensuring skill mastery and literacy growth.

Reading & Writing

Quality texts are central to ELA instruction. HMH Into Reading emphasizes knowledge building, critical thinking, and writing through text sets featuring award-winning literature aligned to science, social studies, and the arts. Students develop reading, writing, and speaking & listening skills to build knowledge, vocabulary, and comprehension.

Students write daily with scaffolded support aligned to the text set, demonstrating comprehension and mastery. The integrated writing component guides students through the writing process, supporting the production of essays and writing projects for each unit. Furthermore we use Quill to close writing gaps. This adaptive program delivers explicit writing instruction and personalized practice, with feedback that motivates students and encourages proficiency, reinforced by school-wide celebrations.

Interactive read-alouds develop vocabulary and reading comprehension strategies, including asking and answering questions, monitoring understanding, summarizing, making inferences, and synthesizing. These strategies foster deep comprehension and support standards like author’s purpose, central idea, and literary elements.

Interactive Read Aloud Structure

1. Set the Purpose: State the strategy and its relevance. Use anchor charts to illustrate key points.
2. I Do: Model the strategy with think-alouds, referring to the anchor chart and using graphic organizers.
3. We Do: Use probing questions and Think-Pair-Share. Collect and share data on student use of the strategy, then calibrate understanding.
4. Wrap Up: Reinforce the key point by restating how the strategy aids comprehension.
5. You Do Continued: Offer independent practice through:
 - Assigned writing tasks in Into Reading My Book.
 - Literacy Centers with leveled texts and graphic organizers.
 - Digital centers with read-alouds and graphic organizers.

Literacy Centers

Literacy Centers provide daily differentiated instruction via small groups and independent or collaborative skill practice, guided by HMH screening and curriculum data. SPES implements small group workshops year-round to improve comprehension, vocabulary, and writing skills. These workshops yield data on student needs and support explicit instruction for subgroups.

Literacy Centers	
Teacher Center	Through the teacher center, students are provided with more personalized and targeted instruction in a small group setting. Using data from foundational literacy assessments and benchmark assessments, teachers form groups and identify instructional needs. Instructional materials and activities are provided through HMH IntoReading and iReady Tools for Instruction.
Independent Practice	Using the iReady Personalized Instruction platform, students are assigned lessons and activities based on their needs identified on benchmark assessments. Through regular use of this program, students are provided the necessary differentiated skill instruction and practice to fill critical skill gaps.
Reading Corner	Students independently read appropriately leveled and highly engaging texts, increasing the joy of reading and building stamina. Students may use partner reading for increased fluency practice and scaffolding. They use interactive structures to annotate the text and complete a Reader Response Journal.
Digital Center	Students listen to the curriculum Read Aloud or a Leveled Reader of their choice. While listening or after, students complete a graphic organizer aligned to the key reading comprehension strategy or skill(s) of the unit.
Word Work	Independently or collaboratively, depending on the work work activity, students complete activities to improve vocabulary, handwriting, and spelling.

ELD Center	Multi Language Learners are provided instruction from the ELD teacher during Literacy Centers. Using HMH IntoReading Mini Lessons, students are provided instruction in the four language domains: Listening, Speaking, Reading, and Writing. The instruction is centered around key language features and ideas from classroom instruction and evaluated with ELD Learning Targets and rubrics. The ELD teacher and ELA teacher collaborate regularly to ensure students are provided with the most critical skills our MLs need.
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K-2 HMH Into Reading Units

Grade Level	Units
Kindergarten	<p>Module 1: Curious about Kindergarten</p> <ul style="list-style-type: none"> ● Structured Literacy: Identify Rhymes & Syllables/Identify Words in Sentences ● Reading Comprehension: Book Orientation/Plot (Beginning Middle, End) ● Writing: Opinion Writing <p>Module 2: There’s Only One Me</p> <ul style="list-style-type: none"> ● Structured Literacy: Identify Syllables, Segment and Blend Syllables, New Consonants and Vowel Sounds, High Frequency Words, Decodable Texts ● Reading Comprehension: Plot (Problem and Solution)/Describe Characters ● Writing: Narrative Writing <p>Module 3: My Communities Heroes</p> <ul style="list-style-type: none"> ● Structured Literacy: Identify Initial, Medial, and Rhymes Sounds, Inflected endings, High Frequency Words, Decodable Texts ● Reading Comprehension: Fables, Academic Vocabulary, One-toOne Correspondence ● Writing: Features of Informational Writing (Central Idea and Key Details) <p>Module 4: Happy Healthy Me</p> <ul style="list-style-type: none"> ● Structured Literacy: Isolate initial sounds, Word building with new consonants and short vowels, High Frequency Words, Decodable Texts ● Reading Comprehension: Asking and Answering Questions, Directionality ● Writing: Research Writing, Editing Process <p>Module 5: I Can Do It!</p> <ul style="list-style-type: none"> ● Structured Literacy: Isolate Medial and Final Sounds, Word building with new consonants and short vowels, High Frequency Words, Decodable Texts ● Reading Comprehension: Make and Check Predictions, Academic Vocabulary, Reading a Play ● Writing: Features of Narrative Writing (Order of events and Signal Words) <p>Module 6: Home of the Free and the Brave</p> <ul style="list-style-type: none"> ● Structured Literacy: Segmenting Sounds, Consonant Blends, Word building with new consonants and short vowels, High Frequency Words, Decodable ● Reading Comprehension: Biographies, Academic Vocabulary, Concept of a Sentence

Grade Level	Units
	<ul style="list-style-type: none"> ● Writing: Features of How To Writing, Editing and Revising <p>Module 7: Zoom In!</p> <ul style="list-style-type: none"> ● Structured Literacy: Final Double Consonant Sounds, Introduction to consonant digraphs, Word building with new consonants and short vowels, High Frequency Words, Decodable ● Reading Comprehension: Asking and Answering Questions, Final Punctuation, Academic Vocabulary ● Writing: Poetry Writing, Revising and Editing <p>Module 8: From Plant to Plate</p> <ul style="list-style-type: none"> ● Structured Literacy: Blending Phonemes, Long Vowel Sounds, Adding Syllables, Word building with new long vowels, High Frequency Words, Decodable ● Reading Comprehension: Author’s Purpose, Synthesizing Information ● Writing: Features of Opinion Writing, Revising, Editing <p>Module 9: Animal Habitat</p> <ul style="list-style-type: none"> ● Structured Literacy: Adding and Deleting Syllables, Review Digraphs/Long Vowels/Short Vowels, Word building, High Frequency Words, Decodable ● Reading Comprehension: Problem and Solution, Make Connections ● Writing: Research Writing, Sentence Types and Punctuation, Revising and Editing
1 st Grade	<p>Module 1: Nice to Meet You!</p> <ul style="list-style-type: none"> ● Structured Literacy: Consonant and short vowel word building, New High Frequency Words, Decodables ● Reading Comprehension: Story Structure, Ask and Answer Questions ● Writing: Oral Story, Revising, Editing, Publishing <p>Module 2: My Family, My Community</p> <ul style="list-style-type: none"> ● Structured Literacy: New Consonants and Review of Short Vowels, Intonation, Accuracy and Self-correction skills, New High Frequency Words, and Decodables ● Reading Comprehension: Text Organization, Text Features, Ask and Answer Questions ● Writing: Descriptive Essay Writing, Revising Grammar and Publishing <p>Module 3: Amazing Animals</p> <ul style="list-style-type: none"> ● Structured Literacy: Double Final Consonants/Introduction to Consonant Digraphs, Expression and Reading Rate, New High Frequency Words, Decodables ● Reading Comprehension: Point of View, Monitor and Clarify, Text Organization ● Writing: Research Essay (Elements of Informational Text), Editing, Revising, and Publishing <p>Module 4: Better Together</p> <ul style="list-style-type: none"> ● Structured Literacy: Consonant Digraphs, Trigraphs, Reading Rate, Accuracy and Self-Correction, New High Frequency Words, Decodables ● Reading Comprehension: Topic and Central Idea, Theme, Evaluate

Grade Level	Units
	<ul style="list-style-type: none"> ● Writing: Procedural Text, Revising for Clarity, Editing Grammar, time and Order Words, Publishing and Sharing Writing <p>Module 5: Now You See It, Now You Don't</p> <ul style="list-style-type: none"> ● Structured Literacy: Initial and Final Consonant Blends, Expression and Intonation, New High Frequency Words, Decodables ● Reading Comprehension: Make Inferences, Text Features ● Writing: Imaginative Story, Word Choice, Editing, Revising, Publishing, Sharing Writing <p>Module 6: Celebrate America</p> <ul style="list-style-type: none"> ● Structured Literacy: Long vowels in VC and VCe patterns, Possessives with 's, Accuracy, Expression, and Reading Rate, New High Frequency Words, Decodables ● Reading Comprehension: Elements of Poetry, Make Connections, Ideas and Support ● Writing: Personal Narrative, Revising with Synonyms, Editing and Publishing <p>Module 7: The Big Outdoors</p> <ul style="list-style-type: none"> ● Structured Literacy: Long vowels in VCe patterns, Contractions, Phrasing, New High Frequency Words, Decodables ● Reading Comprehension: Ideas and Support, Point of View, Summarize ● Writing: Poetry, Revising for line breaks and grammar, Publishing, Sharing Work <p>Module 8: Tell Me a Story</p> <ul style="list-style-type: none"> ● Structured Literacy: Long Vowel digraphs, r-controlled Vowels, REading Rate, Expression, and Phrasing ● Reading Comprehension: Create Mental Images, Characters, Elements of Drama ● Writing: Personal Narrative, Writing Dialogue, Using vivid verbs and adjectives <p>Module 9: Grow, Plants, Grow!</p> <ul style="list-style-type: none"> ● Structured Literacy: r-Controlled Vowels, Final Consonant Blends, Intonation and Reading Rate ● Reading Comprehension: Theme, Synthesizing, Making Connections ● Writing: Descriptive Essay, Adding Details, Transition Words, Editing Grammar <p>Module 10: Dare to Dream</p> <ul style="list-style-type: none"> ● Structured Literacy: Contractions continued, Suffixes, Vowel Digraphs, Phrasing, Expression, Intonation ● Reading Comprehension: Topic and Central Idea, Make Connections, Text Organization ● Writing: Biographical Essay, Word Choice, Helping Verbs and Contractions, Revise and Publish
2 nd Grade	<p>Module 1: Be a Super Citizen</p> <ul style="list-style-type: none"> ● Structured Literacy: Consonant and short vowel review, Multisyllabic Words with short vowels, Accuracy and Reading Rate

Grade Level	Units
	<ul style="list-style-type: none"> ● Reading Comprehension: Author’s Purpose, Central Idea ● Writing: Personal Narrative, Writing Process, Peer Proofreading <p>Module 2: Look Around and Explore</p> <ul style="list-style-type: none"> ● Structured Literacy: Long Vowel with CVe review, Suffixes, Initial Consonant Blends ● Reading Comprehension: Central Idea, Author’s Purpose, Connect Text and Visuals ● Writing: Descriptive Essay, Sentence Structure, Peer Proofreading <p>Module 3: Meet in the Middle</p> <ul style="list-style-type: none"> ● Structured Literacy: Final Blends, Closed Syllables, Double Final Consonants, Consonant Digraphs, PPrefixes, Phrasing and expression ● Reading Comprehension: Point of View, Monitor and Clarify, Author’s Purpose ● Writing: Persuasive Text, Integrating Action Words, Peer Proofreading <p>Module 4: Once Upon a Time</p> <ul style="list-style-type: none"> ● Structured Literacy: Consonant patterns with k, Multisyllabic words with long vowels, Accuracy and Self Correction, Intonation, Reading Rate ● Reading Comprehension: Story Structure, Create Mental Images, Figurative Language ● Writing: Imaginative Story, Sentence Length, Capitalization and Punctuation <p>Module 5: Lead the Way</p> <ul style="list-style-type: none"> ● Structured Literacy: Long o patterns, Multisyllabic Words with Long Vowels, Suffixes in multisyllabic, Phrasing, Expression ● Reading Comprehension: Text Organization, Summarize, Chronological Order ● Writing: Personal Essay, Integrating Transitions, Conferencing, Publishing and Sharing Writing <p>Module 6: Weather Wise</p> <ul style="list-style-type: none"> ● Structured Literacy: Suffixes and Prefixes, Inflected Endings, r-Controlled vowels in Multisyllabic Words, Accuracy and Self Correction ● Reading Comprehension: Cause and Effect, Elements of Poetry, Point of View ● Writing: Poem, Organizing Ideas, Integrating Sensory Details, Conferencing <p>Module 7: Everyone Has a Story</p> <ul style="list-style-type: none"> ● Structured Literacy: r-Controlled Vowels in Multisyllabic Words, Vowel Teams ● Reading Comprehension: Ideas and Support, Monitor and Clarify, Author’s Purpose ● Writing: Imaginative Story, Integrate Dialogue, Peer Proofreading <p>Module 8: Time to Grow</p> <ul style="list-style-type: none"> ● Structured Literacy: Vowel Digraphs and Diphthongs, Phrasing, Expression, Reading Rate

Grade Level	Units
	<ul style="list-style-type: none"> ● Reading Comprehension: Text Features, Make Connections, Text Organization ● Writing: Procedural Text, Integrating Time-Order Words , Conferencing <p>Module 9: Home Sweet Habitat</p> <ul style="list-style-type: none"> ● Structured Literacy: Prefixes in Multisyllabic Words, Three Letter Blends, Contractions, Consonant +le ● Reading Comprehension: Ideas and Support, Text Organization, Chronological Order, Monitor and Clarify ● Writing: Research Report, Adding Facts, Integrating Compound Sentences, Peer Proofreading <p>Module 10: Many Cultures, One World</p> <ul style="list-style-type: none"> ● Structured Literacy: Prefixes and Affixes review, Open and Closed Syllables, Long Vowels in Multisyllabic Words ● Reading Comprehension: Text Features, Making Connections, Central Idea, Graphic Features ● Writing: Thank You Letter, Body of a Letter, Using Compound Structure, Peer Proofreading

3-5 Instructional Program

In grades 3-5, students progress to more complex literacy instruction. Students read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students also determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. Furthermore, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Students develop understanding in the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They also assess how point of view or purpose shapes the content and style of a text.

As students integrate knowledge and ideas they read, they evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They also delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. As students progress in their range of reading and level of text complexity, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Students learn to understand complex text and ideas as well as reason, analyze, persuade, and problem solve.

To support effective reading in class, SPES implements Accountable Independent Reading, which holds students accountable for independent reading tasks, and Control the Game, a whole-class system ensuring all students follow along and are ready to read aloud. These systems help teachers immediately address misconceptions, support learning gaps, and push for comprehension and rigor.

Speaking and Listening skills are critical to students' language development and contribute to social development. In all classrooms, teachers will provide students with multiple opportunities to develop oral communication and listening skills through all contents. Students are taught effective communication skills such as active listening, appropriate questioning and response, body position and hand signals to indicate thoughts & desired responses. Students develop active and responsive speaking and listening skills through class, small group, and partner discussions.

Teachers use aligned structures like Turn & Talks and Think-Pair-Shares to build students confidence and competence in communicating. Aligned structures also provide opportunities to communicate expectations and offer differentiated student support. As Speaking and Listening skills are often those acquired most quickly by English Learners, aligned structures and activities are critical to language development through grade levels and contents. With appropriate scaffolding and support, S&L structures and activities are used to support English Learners in acquiring and using vocabulary, communicating information and ideas, and comprehending oral information.

Our Core Knowledge Language Arts curriculum provides the instruction to develop these literacy skills, build background knowledge through cross-curricular units, and guide students through the writing process to produce complete essays in various genres.

3-5 CKLA

Grade Level	Units
3 rd Grade	Unit 1: Classic Tales & Narrative Writing Unit 2: Animal Classifications & Opinion Writing Unit 3: The Human Body Unit 4: Ancient Rome Unit 5: The Vikings & Opinion Writing Unit 6: Astronomy & Explanatory Writing Unit 7: Native Americans Regions & Cultures
4 th Grade	Unit 1: Personal Narratives Unit 2: Empires in the Middle Ages & Narrative Writing Unit 3: Poetry & Explanatory Writing Unit 4: Geology & Narrative Writing Unit 5: Eureka & Opinion Writing Unit 6: Contemporary Fiction & Explanatory Writing Unit 7: Treasure Island & Adventure Stories Writing
5 th Grade	Unit 1: Personal Narratives Unit 2: Early Civilizations & Explanatory Writing Unit 3: Poetry & Opinion Writing Unit 4: Don Quixote & Narrative Writing Unit 5: A Midsummer Night's Dream & Explanatory & Narrative Writing Unit 6: Native Americans & Opinion Writing Unit 7: Novel Study

In addition to the curriculum instruction, teachers provide additional support for students' skill development. Through dedicated centers time for both reading and writing, differentiated instruction and practice is provided. Centers offer students the opportunity to further develop critical reading and writing skills and practice aligned strategies.

Centers are also a key time for students to independently practice cross-disciplinary structures and strategies that are aligned for grades 3-12. These aligned practices build students skills and provide consistent expectations across classrooms and grade levels. These structures include:

- IVF Summary
- Somebody Wanted But So
- Turn & Talks
- Think Pair Shares
- Art of the Sentence - *because, but, so*
- Reading Systems (see table below)

Literacy Centers	
Teacher Center	Through the teacher center, students are provided with more personalized and targeted instruction in a small group setting. Using data benchmark assessments, teachers form groups and identify instructional needs. Teachers use the instructional materials from iReady Tools for Instruction.
Independent Practice Center	Using the iReady Personalized Instruction platform, students are assigned lessons and activities based on their needs identified on benchmark assessments. Through regular use of this program, students are provided the necessary differentiated skill instruction and practice to fill critical skill gaps.
Vocabulary Center	Students build vocabulary and context clue skills through activities on the computer adaptive program through CKLA. Vocabulary practice includes all three tiers and is aligned to each unit of study.
Reading Center	Students build close reading and comprehension skills by reading a text and answering multiple choice questions on ReadWorks, then completing a Think-Pair-Share exit ticket. ReadWorks provides embedded scaffolds while students read and answer comprehension questions. Through the exit ticket, students develop communication skills.
Summary Center	Students build comprehension and summary skills by reading a text of choice on ReadWorks. While reading, students take notes on the IVF Graphic Organizer or Somebody Wanted But So organizer to support interactive reading skills. When finished, students write a summary of the article. Turn & Talks can also be embedded to help students compare their reading notes and practice discourse before moving onto the summary. In addition, or in lieu of a summary, students may be asked to summarize the article through the because, but, so strategy.
Writing Centers	
Teacher Center	Through the teacher center, small group targeted writing instruction and feedback is provided. Teachers may also support students more individually with their writing through 1:1 writing conferences.

Writing Choice Board	This center provides students with the opportunity to respond to a prompt of their choice. This agency helps to foster positive feelings about writing while improving handwriting and writing stamina.
Quill	Quill supports writing instruction and interventions with independent practice activities, collaborative lessons, and data reports that show mastery of grammar concepts and Common Core standards. Through diagnostic assessments, students' writing skills are assessed and personalized instruction is recommended. In addition, teachers can also assign students activities that align with core instruction. Teachers use data to determine whole-class instruction and additional support for students as needed.
Typing Club	Typing Club is an engaging and interactive game based program to teach students how to type. As state testing requires students to type a complete essay by grade 3, typing skills are critical to ensuring students are able to communicate their ideas clearly.

Reading Systems

In addition to standard reading systems such as choral reading, echo reading, and cloze reading, 3-5 grade level teachers use more complex reading systems to support students increasing text complexity and reading stamina. The following Reading Systems adopted from *Reading Reconsidered*⁹ to maximize students reading “to help students read more, enjoy reading, and accrue the benefits of extensive reading”¹⁰. Though introduced through ELA instruction, these systems are used with complex texts in any subject.

Accountable Independent Reading <i>Students reading independently</i>	Accountable Independent Reading involves students in reading texts independently (and silently post 1st grade) -- and allows teachers to assess whether effective reading is actually happening with each individual student. Key Elements: <ul style="list-style-type: none"> ● Limit text & gradually increase ● Set a reading purpose ● Set time limits ● Assign an Interactive Reading Task ● Check for Understanding to confirm and scaffold comprehension <p><i>*Interactive Reading & Modeling is a structure for Accountable Independent Reading</i></p>
Control the Game <i>Students reading aloud</i>	Control the Game is a systematic approach to having students read aloud so that they follow along and are always ready to read themselves. This system includes bite-sized techniques that teachers use to improve fluency and

⁹ Doug Lemov, Colleen Driggs, Erica Woolway, and Ana Severs, *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction* (San Francisco: Jossey-Bass, 2016).

¹⁰ Lemov et al., *Reading Reconsidered*, 211.

	<p>decoding, while supporting reading comprehension. This system also makes reading aloud more fun and manageable for both students and teachers.</p> <p>In Control the Game, when one student is reading, everyone reads (by following along), and reads accountably through a high-quality and efficient practice. Unlike similar routines like Popcorn Reading, in Control the Game, the teacher intentionally chooses readers throughout a passage. All other students must become “secondary readers” and follow along carefully because they do not know who or when a new primary reader will be called on. One of the greatest benefits of Control the Game is that it allows students to practice fluency, decoding, and express comprehension while allowing teachers to assess and support them.</p> <p>Key Elements:</p> <ul style="list-style-type: none"> ● Short reading segments to maximize the readers concentration and yields higher-quality oral reading and engagement. ● Switch readers frequently to keep the reading energetic and allow teachers to gather more data from more students. ● Keep it unpredictable. Teachers do not preface a segment by telling the reader how much to read, instead, all students must follow along and stay engaged. This also allows teachers to scaffold by making decisions to match certain readers with specific sentences or passages. <ul style="list-style-type: none"> ○ Bridging: teacher reads a short segment of text (a bridge) in between student readers. This moves the text along while supporting and maximizing comprehension. ○ Cloze Reading: teacher reads aloud while leaving a word out a sentence for the whole class to fill in. Supports fluency and ensures all are engaged and accountable. ○ Placeholders: students are taught to use a placeholder to ensure they retain their place in the text and can transition back after a discussion. (“finger freeze”, “pen to page”, “hold your place and track me”, etc.)
<p>Read Aloud <i>Students being read to</i></p>	<p>In grades 3-5 teachers continue the art of the Read Aloud. Reading Aloud is not only a joyful way to experience texts, for both students and teachers, but an important tool for modeling fluent reading, and a way to develop students’ listening skills. Benefits include:</p> <ul style="list-style-type: none"> ● Exposing students to texts (and ideas) significantly above their reading level ● Modeling fluent reading for students so that students have a model of what expressive reading sounds like and can work to emulate it. ● Instilling a love of reading and a love of literature in students

English Language Development (Core Subject)

At STEM Prep Elementary, we are committed to ensuring that all students, including English Learners (ELs), develop the academic language skills necessary to achieve success across content areas and meet the demands of the Common Core State Standards (CCSS). Our English Language Development (ELD) program is designed in alignment with the California English Language Development Standards (CA ELD Standards, Kindergarten through Grade 12), which serve as the foundation for our instructional planning, delivery, and assessment of EL progress.

Our ELD program integrates both Designated and Integrated ELD services, grounded in research-based practices for language acquisition, and is structured to provide ELs with consistent, scaffolded opportunities to acquire, develop, and apply English language skills in meaningful academic contexts.

Designated ELD

Designated ELD is a protected time during the regular school day when ELs receive focused instruction targeting their English language development needs, aligned directly to the CA ELD Standards. During this time, students engage in lessons that explicitly build language skills in listening, speaking, reading, and writing, with attention to the language forms, functions, and academic language structures they need to successfully engage in grade-level content.

K-2:

- Designated ELD is delivered within students' English Language Arts content block. The ELD teacher provides small-group instruction
- Instruction is delivered through a stations model, where the ELD teacher works directly with ELs in small groups.
Lessons are guided by the CA ELD Standards, with content drawn from the HMH Into Reading ELD Curriculum and supplemented by customized language objectives tied to core ELA instruction.
- Instructional strategies prioritize meaningful, contextualized language input, opportunities for structured academic discourse, and the integration of visual, kinesthetic, and collaborative activities to support comprehension and language use.

3-5:

- Designated ELD is provided in a pull-out setting where the ELD teacher instructs small groups of EL students
- Instruction is based on the CA ELD Standards using the McGraw Hill Wonders ELD Curriculum, ensuring lessons are thematically and linguistically connected to grade-level content.
- Lessons target both foundational language skills and the academic language necessary for success in content areas.
- Students engage in scaffolded oral language practice, academic vocabulary development, structured reading of informational and narrative texts, and guided writing tasks.

Newcomer English Learners (K-5):

- In addition to their regular Designated ELD time, newcomer multilingual learners (MLs) receive additional small-group support with the ELD teacher.

- This instruction focuses on foundational language skills, including basic interpersonal communication, high-frequency vocabulary, sentence structure, and foundational literacy skills as needed.
- Lessons draw from the McGraw Hill Wonders Newcomer ELD Curriculum and Rosetta Stone as a supplemental resource for individualized language development practice.

Additionally, as part of our Designated ELD support, the ELD teacher also pushes into 3-5 ELA classrooms to work alongside classroom teachers in providing targeted language support to EL students within their content instruction.

Designated ELD instruction is intentionally sequenced to build ELs’ language proficiency along the Emerging, Expanding, and Bridging proficiency levels, as outlined in the CA ELD Standards, with a focus on both social and academic language needed for content mastery and long-term success.

Designated ELD Curriculum

Curriculum	Description	How it Supports Language Acquisition
K-2 HMH Into Reading — Table top ELD Lessons	A structured, standards-aligned ELD curriculum designed for small-group Designated ELD instruction in K-2. Each lesson targets a specific language function (e.g., asking for assistance, expressing preferences) through an integrated sequence of listening, speaking, reading, writing, and collaborative problem-solving activities. Lessons are organized around high-utility vocabulary, sentence frames, and structured oral practice opportunities.	Supports ELs in developing receptive and productive language skills through contextualized, meaningful interaction with language. Lessons provide comprehensible input via read-alouds and visuals, structured opportunities for academic talk, and scaffolded writing tasks. Instruction is differentiated by language proficiency level (Substantial, Moderate, Light) and emphasizes explicit teaching of language forms and functions in context.
3-5 McGraw Hill — Wonders ELD	A comprehensive, standards-aligned ELD curriculum specifically designed for Designated ELD instruction for Grades 3-5. Lessons are structured around weekly and unit-long themes connected to core ELA content, and organized by CA ELD proficiency levels (Emerging, Expanding, Bridging). Each lesson includes language and content objectives, oral language development routines, collaborative discussions, targeted reading and writing tasks, vocabulary development, and structured language production.	Supports ELs by integrating academic language development with grade-level content through scaffolded, differentiated instruction. Lessons include frequent, structured opportunities for students to listen, speak, read, and write in English using academic vocabulary and language structures in context. The program emphasizes oral language development, collaborative conversations, explicit grammar and syntax instruction, and writing in response to reading. Instruction is adjusted by proficiency level and aligned to CA ELD and CCSS standards.

Assessment, Data & Progress Monitoring	<p>-Both HMH Into Reading ELD and McGraw Hill Wonders ELD include formative and summative assessments embedded within each lesson cycle to measure progress toward specific ELD learning targets aligned to the CA ELD Standards. The ELD teacher tracks student mastery of lesson objectives and language functions through observations, oral responses, written work, and collaborative tasks.</p> <p>-ELA Benchmark Assessments (3x/year) to track reading development and inform instructional adjustments</p> <p>- Interim ELPAC to measure language proficiency progress at midyear</p> <p>- Summative ELPAC to evaluate annual English language proficiency growth and support reclassification decisions</p>
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Integrated ELD

At STEM Prep Elementary, Integrated English Language Development (ELD) is embedded throughout the instructional day, ensuring that students designated as English Learners (ELs) develop both content knowledge and academic language proficiency in all subject areas. Integrated ELD is provided by all teachers across disciplines, using the California ELD Standards in tandem with the Common Core State Standards (CCSS) to scaffold instruction, language demands, and learning tasks for ELs.

Focus on Academic Language, Reading, and Writing

Through a comprehensive review of student data, our school identified reading and writing as critical areas for growth for our EL students, while recognizing student strengths in speaking and listening. As a result, we adopted an assets-based approach that leverages students' oral language abilities to support their reading and writing development.

Key components include:

- Based on Summative ELPAC scores, every EL student has an individualized academic language goal in reading or writing, while Newcomer ELs have an individualized language goal around speaking or listening.
- Teachers receive ongoing professional development (PD) throughout the year on evidence-based Integrated ELD practices, delivered through department meetings, instructional coaching, and grade-level collaboration.
- Language goals are monitored through Integrated ELD Learning Target (LT) evaluations conducted four times per year by classroom teachers, in addition to regular review of internal benchmark data and Interim ELPAC results to assess student progress and adjust instructional supports.

High-leverage strategies integrated school-wide include:

- IVF (Identify, Verb, Finish the Thought) sentence frames to support constructed responses
- Three Reads Protocol for text-dependent comprehension
- Turn and Talks and Think-Pair-Share routines to promote academic discourse

During Designated ELD blocks, our ELD teacher implements 4-6 week Reading and Writing focus cycles, in which students are assessed bi-weekly, data is analyzed, and instructional action plans are developed. At the conclusion of each cycle, students take the Interim ELPAC Reading and Writing domains as formative assessments to measure growth, reflect on progress, and adjust learning goals.

Alignment to Department and Organization-Wide Priorities

Integrated ELD instruction at STEM Prep Elementary is intentionally aligned to both departmental priorities and organization-wide initiatives focused on academic discourse and cognitive engagement. Key elements include:

- All content area teachers receive frequent training and coaching on using CA ELD Standards alongside content standards to identify language demands in lessons and design appropriate scaffolds.
- Teachers are supported in creating language objectives connected to content objectives, ensuring EL students access grade-level concepts while building academic language proficiency.
- Departments (Math, Science, Humanities) have selected priority CA ELD Standards that best align with their content focus and EL student needs. PD sessions and coaching cycles are tailored to these standards.
- All departments have adopted shared engagement strategies to promote cognitive engagement and collaborative learning. Integrated ELD scaffolds were directly aligned to these strategies to ensure EL students benefit from both academic discourse opportunities and content-specific language supports.

During department PD and co-planning sessions, teachers receive:

- A CA ELD Standard connected to the focus strategy
- Guidance on scaffolding lesson materials and tasks for ELs at varying proficiency levels
- Sample sentence frames, question stems, graphic organizers, and discussion protocols
- Support in using student language data (from classroom formative assessments, interim benchmarks, and ELPAC results) to plan appropriate supports

Mathematics (Core Subject)

STEM Prep Elementary School aligns its mathematics learning objectives and outcomes with the rigorous California Common Core State Standards (CA CCSS). Teachers rely on the Mathematics Framework for California Public Schools for instructional planning and guidance. The mathematics curriculum aims to develop students' numerical fluency, strengthen their mathematical reasoning, expand their math vocabulary, and apply algebraic concepts to problem-solving. In accordance with state mandates for Algebra instruction, the ultimate goal of mathematics instruction is to ensure that all students successfully complete Algebra I by the end of eighth grade.

STEM Prep ES implements Illustrative Mathematics (IM), a problem-based core curriculum that addresses both the content and practice standards of the Common Core. IM encourages students to learn mathematics by doing mathematics—solving problems in real-world and mathematical contexts and constructing arguments using precise language. EdReports has given IM its highest ratings across all categories, including focus, coherence, rigor, mathematical practices, and usability.

Each lesson in IM follows a consistent problem-based structure: Warm-up, Instructional Activities, Lesson Synthesis, and Cool-down.

- **Warm-up:** Students begin with an instructional routine that draws on their personal experiences and mathematical knowledge. This routine values student voice as they share ideas, ask

questions, justify responses, and critique reasoning. The Warm-up prepares students for the day's lesson and/or builds number sense and procedural fluency.

- **Instructional Activities:** Each lesson includes 1–3 activities that introduce new contexts, concepts, representations, and vocabulary. These activities help formalize definitions, address common misconceptions, and develop conceptual understanding and procedural fluency. They consist of three parts:
 - *Launch:* Teachers introduce the context and clarify the problem.
 - *Student Work Time:* Students grapple with problems individually, in pairs, or in small groups using prior knowledge.
 - *Activity Synthesis:* Students discuss and consolidate what they've learned, highlighting key mathematical ideas.
- **Lesson Synthesis:** Teachers guide students in connecting new learning to broader concepts. Students may respond to verbal prompts, write in journals, contribute to a concept map, or add to persistent classroom displays such as anchor charts and/or word walls.
- **Cool-down:** Students complete a final task to demonstrate their learning. Teachers use student responses and the “Response to Student Thinking” resource to adjust future instruction. Recommended supports may include manipulatives or peer discussions. Teachers also provide prior grade-level support if needed.

The Illustrative Mathematics curriculum integrates instructional routines (IRs) to offer opportunities for all students to engage in and contribute to mathematical conversations. IRs are invitational, promote discourse, and are predictable. A small set of intentionally chosen instructional routines ensures frequent use, which benefits both teachers and students. Consistent use of a limited set of routines lowers cognitive load for teachers, allowing them to focus more on understanding student thinking and how mathematical ideas unfold in the classroom.

In addition, mathematical language routines (MLRs) support students' learning of mathematical practices, content, and language. These routines are particularly well-suited for linguistically and culturally diverse students who are learning mathematics while concurrently acquiring English. The flexibility of these routines allows teachers to support students at all stages of language development in improving their English and academic language.

The Illustrative Mathematics curriculum empowers all students by building on their existing strengths and abilities to ensure meaningful participation in rigorous mathematical content. Lessons offer flexibility in instructional delivery and provide options for additional support to meet the needs of diverse learners, positioning all students as competent, valued contributors.

Each lesson includes supplemental instructional strategies found in the “Access for Students with Disabilities” section. These strategies increase access, reduce barriers, and maximize learning. Each support aligns to the Universal Design for Learning (UDL) Guidelines and addresses one of the three UDL principles: multiple means of engagement, representation, or action and expression. These supports offer flexible options to help students access content, engage with material, and demonstrate understanding.

The spiral curriculum of Illustrative Mathematics helps students master key concepts by revisiting them in various contexts over time.

Illustrative Mathematics Big Ideas and Units

Grade	Description
TK/K	<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Represent and compare whole numbers, initially with sets of objects ● Understand and apply addition and subtraction ● Describe shapes and space <p>Units:</p> <ul style="list-style-type: none"> ● Unit 1: Math in Our World: Students explore mathematical tools and notice numbers and quantities around them. ● Unit 2: Numbers 1-10: Students continue to develop counting concepts and skills, including comparing groups of objects and images, and representing quantities with objects, pictures, and numbers. ● Unit 3: Flat Shapes All Around Us: Students are introduced to the foundational concepts of geometry, with a focus on familiar flat (two-dimensional) shapes. ● Unit 4: Understanding Addition and Subtraction: Students develop their understanding of addition and subtraction as they represent and solve story problems. ● Unit 5: Composing and Decomposing Numbers to 10: Students explore different ways to compose and decompose numbers within 10 and to represent the compositions and decompositions. ● Unit 6: Numbers 0-20: Students count and represent collections of objects and images within 20. They apply previously developed counting concepts, such as one-to-one correspondence, keeping track of what has been counted, and conservation of numbers, to larger numbers. ● Unit 7: Solid Shapes All around Us: Students explore solid shapes while reinforcing their knowledge of counting, number writing, and comparison, and flat shapes. They compose figures with pattern blocks and continue to count up to 20 objects, write and compare numbers, and solve story problems. ● Unit 8: Putting It All Together: Students apply their learning from the year, revisiting the major work and fluency goals of the grade.
1 st Grade	<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Develop an understanding of addition and subtraction, and strategies for addition and subtraction within 20 ● Develop an understanding of whole-number relationships and place value, including grouping tens and ones ● Develop an understanding of linear measurement and measuring lengths as iterating length units ● Reason about attributes of, and composing and decomposing, geometric shapes <p>Units:</p> <ul style="list-style-type: none"> ● Unit 1: Adding, Subtracting, and Working with Data: Students deepen their understanding of addition and subtraction within 10. They also extend what they know about organizing objects into categories and representing the quantities ● Unit 2: Addition and Subtraction Story Problems: Students learn to solve new types of addition and subtraction story problems. ● Unit 3: Adding and Subtracting within 20: Students develop an understanding of 10 ones as a unit called “a ten” and use the structure of 10+n to add and subtract within 20.

Grade	Description
	<ul style="list-style-type: none"> ● Unit 4: Numbers to 99: Students’ understanding of the structure of numbers in base ten, allowing them to see that the two digits of a two-digit number represent how many tens and ones there are. ● Unit 5: Adding within 100: Students add within 100, using place value and properties of operations in their reasoning. ● Unit 6: Length Measurements within 120 Units: Students extend their knowledge of linear measurement while continuing to develop their understanding of operations, algebraic thinking, and place value. ● Unit 7: Geometry and Time: Students focus on geometry and time. They expand their knowledge of two- and three-dimensional shapes, partition shapes into halves and fourths, and tell time to the hour and half hour. ● Unit 8: Putting It All Together: Students revisit major work and fluency goals of the grade, applying their learning from the year.
2 nd Grade	<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Extend understanding of the base-ten number system ● Build fluency with addition and subtraction ● Use standard units of measure ● Describe and analyze shapes <p>Units:</p> <ul style="list-style-type: none"> ● Unit 1: Adding, Subtracting, and Working with Data: Students begin the year-long work to develop fluency with sums and differences within 20, building on concepts of addition and subtraction from grade 1. They learn new ways to represent and solve problems involving addition, subtraction, and categorical data. ● Unit 2: Adding and Subtracting within 100: Students add and subtract within 100 using strategies based on place value, the properties of operations, and the relationship between addition and subtraction. ● Unit 3: Measuring Length: Students are introduced to standard units of length in the metric and customary systems. ● Unit 4: Addition and Subtraction on the Number Line: Students are introduced to the number line, an essential representation that will be used throughout students’ K–12 mathematical experience. They learn to use number lines to represent whole numbers, sums, and differences. ● Unit 5: Numbers to 1,000: Students extend their knowledge of the units in the base-ten system to include hundreds. ● Unit 6: Geometry, Time, and Money: Students transition from place value and numbers to geometry, time, and money. ● Unit 7: Adding and Subtracting within 1,000: Students add and subtract within 1,000, with and without composing and decomposing a base-ten unit. ● Unit 8: Equal Groups: Students develop an understanding of equal groups, building on their experiences with skip-counting and with finding the sums of equal addends. The work here serves as the foundation for multiplication and division in grade 3 and beyond. ● Unit 9: Putting It All Together: Students revisit major work and fluency goals of the grade, applying their learning from the year.
3 rd Grade	Big Ideas:

Grade	Description
	<ul style="list-style-type: none"> ● Develop an understanding of multiplication and division, and strategies for multiplication and division within 100 ● Develop an understanding of fractions, especially unit fractions (fractions with numerator 1) ● Develop an understanding of the structure of rectangular arrays and of area ● Describe and analyze two-dimensional shapes. <p>Units:</p> <ul style="list-style-type: none"> ● Unit 1: Introducing Multiplication: Students interpret and represent data on scaled picture graphs and scaled bar graphs. Then they learn the concept of multiplication. ● Unit 2: Area and Multiplication: Students encounter the concept of area, relate the area of a rectangle to multiplication, and solve problems involving area. ● Unit 3: Wrapping Up Addition and Subtraction within 1,000: Students work toward the goal of fluently adding and subtracting within 1,000. They use mental math strategies developed in grade 2, and learn algorithms based on place value. ● Unit 4: Relating Multiplication to Division: Students to the concept of division and its relationship to multiplication. ● Unit 5: Fractions as Numbers: Students make sense of fractions as numbers, using various diagrams to represent and reason about fractions, compare their sizes, and relate them to whole numbers. The denominators of the fractions explored here are limited to 2, 3, 4, 6, and 8. ● Unit 6: Measuring Length, Time, Liquid Volume, and Weight: Students measure length, weight, liquid volume, and time. They begin with a study of length measurement, building on their recent work with fractions. ● Unit 7: Two-Dimensional Shapes and Perimeter: Students reason about attributes of two-dimensional shapes and learn about perimeter. ● Unit 8: Putting It All Together: Students revisit major work and fluency goals of the grade, applying their learning from the year.
4 th Grade	<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Develop an understanding and fluency with multi-digit multiplication ● Develop an understanding of dividing to find quotients involving multi-digit dividends ● Develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers ● Understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry <p>Units:</p> <ul style="list-style-type: none"> ● Unit 1: Factors and Multiples: Students extend their knowledge of multiplication, division, and the area of a rectangle to deepen their understanding of factors and to learn about multiples. ● Unit 2: Fraction Equivalence and Comparison: Students extend their prior understanding of equivalent fractions and comparison of fractions. ● Unit 3: Extending Operations to Fractions: Students deepen their understanding of how fractions can be composed and decomposed, and they learn about operations on fractions.

Grade	Description
	<ul style="list-style-type: none"> ● Unit 4: From Hundredths to Hundred-Thousandths: Students learn to express both small and large numbers in base ten, extending their understanding to include numbers from hundredths to hundred-thousandths. ● Unit 5: Multiplicative Comparison and Measurement: Students make sense of multiplication as a way to compare quantities. They use this understanding to solve problems about measurement. ● Unit 6: Multiplying and Dividing Multi-digit Numbers: Students extend their knowledge of multiplication and division to find products and quotients of multi-digit numbers. ● Unit 7: Angles and Angle Measurement: Students deepen and refine their understanding of geometric figures and measurement. ● Unit 8: Properties of Two-dimensional Shapes: Students deepen their understanding of the attributes and measurement of two-dimensional figures. ● Unit 9: Putting It All Together: Students revisit major work and fluency goals of the grade, applying their learning from the year.
5 th Grade	<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Develop fluency with the addition and subtraction of fractions ● Develop an understanding of multiplication and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions) ● Extend understanding of division to two-digit divisors ● Develop an understanding of operations with decimals to hundredths ● Develop fluency with whole-number and decimal operations ● Develop an understanding of volume <p>Units:</p> <ul style="list-style-type: none"> ● Unit 1: Finding Volume: Students learn the concept of volume by building on their understanding of area and multiplication. ● Unit 2: Fractions as Quotients and Fraction Multiplication: Students learn to interpret a fraction as a quotient and extend their understanding of multiplication of a whole number and a fraction. ● Unit 3: Multiplying and Dividing Fractions: Students find the product of two fractions, divide a whole number by a unit fraction, and divide a unit fraction by a whole number. ● Unit 4: Wrapping Up Multiplication and Division with Multi-digit Numbers: Students multiply multi-digit whole numbers, using the standard algorithm, and begin working toward end-of-grade expectations for fluency. They also find whole-number quotients, with up to four-digit dividends and two-digit divisors. ● Unit 5: Place Value Patterns and Decimal Operations ● In this unit, students expand their knowledge of decimals to read, write, compare, and round decimals to the thousandths place. They also extend their understanding of place value and numbers in base ten by performing operations on decimals to the hundredth. ● Unit 6: More Decimal and Fraction Operations: Students deepen their understanding of place-value relationships of numbers in base ten, unit conversion, operations on fractions with unlike denominators, and multiplicative comparison. The work here builds on several important ideas from grade 4. ● Unit 7: Shapes on the Coordinate Grid: Students learn about the coordinate grid, deepen their knowledge of two-dimensional shapes, and use the coordinate grid to study relationships of pairs of numbers in various situations.

Grade	Description
	<ul style="list-style-type: none"> ● Unit 8: Putting It All Together: Students revisit major work and fluency goals of the grade, applying their learning from the year.

History/Social Studies (Core Subject)

K-5 teachers use the California History-Social Science Framework and California Studies Weekly curriculum to focus their instruction on the most relevant and critical skills. Studies Weekly was adopted by the California Department of Education in 2017.

The curriculum has been designed specifically for California students to be inquiry based, include deeply aligned state standards and frameworks, and California-specific content. Teachers use chunked text to support students reading and writing at grade level. Differentiated lessons provide teachers with multiple access points to learning. Through this culturally relevant and inclusive curriculum students are equipped with foundational knowledge and skills, preparing them for civic engagement and leadership.

California History-Social Science Framework

- *TK/K: Learning and working now and long ago:* building community and examining identity within that community.
- *1st Grade: A child’s place in time and space:* Identifying the responsibilities of citizenship; examining geography, symbols and traditions of the nation’s people.
- *2nd Grade: People who make a difference:* Important people in the history of the nation and in individual and family histories, geography, learning about government institutions.
- *3rd Grade: Los Angeles History:* Exploring our city geographically, environmentally, culturally; connecting LA’s history and historical people to today.
- *4th Grade: California History:* Exploring the people, events, and places that make our state special and connecting to today.
- *5th Grade: United States History and Geography: Making a New Nation:* Exploring development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came.

Science (Core Subject)

Learning objectives and outcomes will be aligned to the rigorous CA NGSS standards. Teachers will use the CA science framework for planning and guidance. To meet the CA NGSS standards, students will engage in a science curriculum that allows them to build science mastery through repeated learning experiences centered around everyday events in nature and their lives. Focusing instruction around these observable phenomena will allow students to understand how their world works and give them the tools to solve problems they identify in it.

STEM Prep ES will use *Twig Science* as the primary science curriculum. *Twig Science* is a comprehensive, NGSS-aligned science program that allows students to engage in real-world STEM challenges. Throughout each module, students investigate and make sense of phenomena through multiple modalities, including but not limited to hands-on activities, digital and video investigations, and collaborative projects.

Every *Twig Science* module has an engaging storyline, designed to inspire students to think about STEM roles. It connects to an overarching Anchor Phenomenon that drives student learning. Throughout each module, students follow a sequence of Driving Questions to figure out Key Investigative Phenomena, problems, or design challenges. These build in complexity, spiralling and scaffolding students' acquisition of the three dimensions required to master the Module Anchor Phenomenon.

Every *Twig Science* lesson follows a constructivist structure modeled after the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) instructional model.

Spark: This stage engages students with the lesson topic. It often contains one or more of the following.

- A review of relevant previous material
- A digital asset (e.g., a visual) that introduces or reviews an important concept
- A question that students will be able to answer by the end of the lesson.

Investigate: This stage contains the main activity of the lesson and is nearly always the longest lesson stage.

This stage always begins with *Introduce the Activity*. This offers a brief overview of the task and learning goals. Teachers might also display and review instructions or key assets.

The main activity varies according to the grade, module, and desired learning outcomes. Common activities include:

- Reading and engaging with texts
- Hands-on investigations (e.g., carrying out experiments or designing solutions)
- Exploring an interactive
- Research (e.g., obtaining information from texts and/or videos)
- Analyzing data obtained in a previous lesson (e.g., creating graphs or charts)
- Writing arguments based on previous learning

This stage usually closes with *Prepare for the Report*. This section helps to ensure that discussions in the Report stage are productive. Often, teachers are prompted to identify students who have completed the task in a particular way (e.g. students who have designed their models according to all criteria) so that they can be called on to share, present, or otherwise participate during the Report.

Report: This stage offers opportunities to discuss the main activity and its important concepts. Students are generally invited to present their work from the Investigate (e.g., experiment results, written explanations, designs, models), and classmates are encouraged to provide feedback or comparisons to their own work. The teacher highlights and summarizes key concepts, usually through questioning, and introduces academic vocabulary as appropriate.

Connect: In this stage, students are guided to make connections between their work and one or more of the following: NGSS, Driving Question/Module Phenomena, a Twig video, or the real world.

Reflect: This stage provides opportunities for students to reflect on and consolidate their learning, and/or for the teacher to assess the students' progress.

Pre-Explorations are completed in the Reflect.

In lessons with no Pre-Exploration, students will usually write or draw a response to a prompt in their Twig Books (student workbooks), demonstrating what they have learned. If appropriate, the teacher may use a progress tracker to assess whether students have met a particular NGSS. The teacher may also be guided to support students who have not answered the prompt as expected.

Other activities include:

- Watching and responding to a video (e.g. True or False)
- Adding information to a KLEW chart or other graphic organizer
- Evaluating an ongoing project (e.g. deciding whether/how to revise a design, or describing how well a design met a particular goal)
- Self-assessing a completed project (e.g. with a student-facing rubric)

The *Twig Science* curriculum promotes equitable, inclusive, and accessible learning environments for all students. It was created with the help of Understanding Language-Standard Center for Assessment, Learning, and Equity (UL-SCALE) to enable the approach of supporting language in action. UL-SCALE's framework views language as a tool for learning, with teachers, peers, and texts serving as resources for language development. Twig Science utilizes this framework to integrate language development into science lessons, rather than treating it as a separate skill. This approach is especially beneficial for English Learners, allowing them to use their existing language skills to express their understanding of scientific concepts and build upon that foundation. The curriculum includes various tools and strategies to encourage students to engage in scientific discourse, such as vocabulary cards, word walls, and opportunities for verbal explanation.

Equity and access are the foundation of the *Twig Science* curriculum. It ensures that the program is relevant to today's students, bringing local and global phenomena into the classroom. The content reflects all students, introducing students to a wide range of STEM professionals from all backgrounds. It provides point-of-use scaffolds that make it easy for teachers to support a diverse student population. It ensures that all students have the social and emotional skills to be able to participate and collaborate with their peers.

Twig Science contains integrated and cross-curricular enrichment through its leveled readers. These magazine-style leveled readers let students explore ideas in depth at their own pace while meeting real-world scientists and engineers. The leveled readers guide students through the process of understanding informational text and are available at four skill levels to suit every student. Multiple support tools help students to access vocabulary, read complex sentences, and understand key ideas. Leveled reader lessons are used to build knowledge and check understanding, and include reading activities and multiple writing opportunities.

Twig Science Modules

Grade	Addressed CA Framework Segment	Module Title & Description
K	Plant and Animal	My Big Nature Adventure: Students travel the world looking at different

Grade	Addressed CA Framework Segment	Module Title & Description
	Needs	environments, including deserts, grasslands, cities, and even their very own schoolyard. They observe some of the plants and animals that live in these places, and discover that each environment provides living things with everything they need to survive.
	Pushes and Pulls	Marble Run Engineer: Students become Marble Run Engineers. They explore forces by observing and analyzing what happens when they push and pull different objects. They use tools to alter and measure how far they can push a marble, and how precisely they can control its direction. Finally, students put all this knowledge into practice by designing, building, observing, and analyzing marble run tracks.
	Weather Patterns	Be Prepared: Students become amateur meteorologists. They observe weather patterns, learn to interpret weather forecasts, and use their knowledge to prepare for whatever the weather throws at them. Students explore the importance of staying protected from the Sun, build their own mini-umbrellas, and find out how meteorologists make and share their predictions about the weather. Finally, they use what they've learned to create weather forecasts of their own and identify that they need to be prepared.
	Animals and Plants Can Change Their Environment	I Can: Students discover how living things can change their environments to meet their basic needs. Using videos and texts, students explore examples such as earthworms, beavers, and trees, and consider the positive and negative impacts of the changes they make. Students consider how humans can change the environment, too. Finally, students identify one way they can help to protect the natural world, and invite other students to do the same.
1	Plant Shapes	Museum of Leafology: Students become scientists and curators, creating a Museum of Leafology. The Museum exhibits fascinating things that students learn about plants. Students explore plants through hands-on activities, they investigate different parts of the plants, and design and build an invention inspired by plants to solve school problems.
	Animal Sounds	Animal Reporters: Students take on the role of Animal Reporters, embarking on a global quest to observe different animals. On their journey, they discover how animals use their body parts and how young animals are similar to and different from their parents. Students learn about sound, finding out how animals communicate with each other. They are challenged to design and build their own communication devices, discovering how they, too, can use sounds to communicate over long distances.
	Shadows and Light	Shadow Town: Students investigate why the town of Rjukan, Norway, spends half of the year with no sunlight. They explore light, shadows, and reflection. They create shadow puppets to tell stories of life in Rjukan and experiment with reflective surfaces. Finally, they come up with ideas to solve Rjukan's problem and compare

Grade	Addressed CA Framework Segment	Module Title & Description
		these with the incredible real-life solution.
	Patterns of Motion of Objects in the Sky	Patterns in the Sky: Students become junior astronomers, using naked-eye observations, creating models and watching videos to observe and collect data on phenomena that affect us every day. They explore the way the Sun and Moon appear to move across the sky and create posters that document all they have learned.
2	Landscape Shapes	My Journey West: Students uncover a time capsule buried in the 1930s by seven-year-old Ruthie, detailing her family's journey across the United States. Through diary entries, videos, images, and audio clips, students follow Ruthie from the Dust Bowl of Oklahoma to her new life in California, learning about the landscapes on the way. Students explore the amazing landforms Ruthie passes through and build model landscapes out of clay. They find out how water influences the physical environment, and learn about what maps look like and how they are used.
	Landscape Materials	Master of Materials: Students begin by describing, comparing, and sorting materials and end by using what they've learned to design and build bridges. They become engineers by building and testing towers, and discover how the properties of materials can change by making their own crayons.
	Landscape Changes	Save the Island: Students investigate the fast and slow ways that landforms change, discover some of the engineering solutions used to slow down or prevent erosion, and apply what they've learned to the island of Tangier in Virginia. Tangier is at risk of disappearing beneath the waves as a result of coastal erosion. In this module, students come up with ideas to help.
	Biodiversity and Landscapes	A Garden for Life: Students create a habitat for plants and animals by planning and building a school garden. They explore the concept of biodiversity, plan and carry out investigations into what plants need to grow, and use their findings to inform their garden designs. Students also discover the way flowering plants and pollinators, such as bees, depend on each other, and model the process of pollination in the classroom. Using their new knowledge, students ensure their garden will be the perfect place for pollinators and plants to live and thrive.
3	Forces	The Ultimate Playground: Students investigate forces and use what they learn to design a playground with everything from swings and slides to fairground attractions to roller coasters. Through hands-on investigations, texts, and videos, students learn how forces make things move. They investigate how magnets can exert a force without contact, build model wings and dumbbells, and take part in games of tug-of-war.
	Life Cycles for Survival	Welcome to the Biodome: Students join the Biodome, a state-of-the-art greenhouse that mimics a tropical rainforest environment, and discover the wide

Grade	Addressed CA Framework Segment	Module Title & Description
		variety of life that rainforests contain. They look after plants in the Biodome’s nursery and nurture and observe real butterflies throughout their life cycle. Students also study the life cycles of other organisms and look at the traits that animals of the same species share and inherit.
	Surviving in Different Environments	How to Survive an Ice Age: Students take a trip thousands of years back in time to see what the American landscape was like during the last Ice Age. They discover mammoths, saber-toothed cats, and more, and ask the question: Why did some plants and animals go extinct at the end of the last Ice Age, while others survived? Students investigate how environments affect the organisms living in them by planting their seeds and varying the environmental conditions. They also consider the specific traits that help organisms survive in their environment.
	Weather Impacts	Weather Warning HQ: Students become experts in weather and climate by answering calls to Weather Warning HQ. Set up to help people in the local community, Weather Warning HQ handles all kinds of queries from when to hold an outdoor gala event, to which time of the year is best for a jungle expedition. Students find answers by using weather tools, examining weather and climate data, and making observations. They explore local weather conditions and weather patterns around the world, and help shape a public awareness campaign about the risks associated with lightning.
4	Car Crashes	Egg Racers: Students learn about collisions, impacts, and safety when they design and build their own race cars. Students apply what they learn about energy changes during a collision, kinetic energy, and absorption to design and build a car that is safe enough to crash without breaking an egg inside.
	Renewable Energy	Sparks Energy, Inc.: While working as science journalists, students learn about energy sources, discover how people use energy, and find out what impact this has on the environment. They work in teams to research the facts and figures, carry out investigations and interviews, and update their reports as new information comes in. The module ends with student using their knowledge and expertise to write an exclusive article for the Sparks Energy, Inc. website.
	Sculpting Landscapes	Time-Traveling Tour Guides: Students become Time-Traveling Tour Guides, and with the help of videos and 360-degree imagery, discover how the Grand Canyon was formed. They observe fossils, investigate the effects of wind and water erosion on the landscape, use maps to look at patterns in the Earth’s features, and study the course of the mighty Colorado River.
	Earthquake Engineering	Earthquake Engineering: Students use an interactive to explore the Earth and investigate where earthquakes happen, collecting and analyzing data to identify patterns. Students find out what makes a strong and stable structure, and use this knowledge to design and build their own earthquake-proof buildings. Using an

Grade	Addressed CA Framework Segment	Module Title & Description
		earthquake shake table, they test their structures and, like real civil engineers, refine their designs before the final build.
	Animal Senses	Super Survivors: Through a series of videos, informational texts, and hands-on activities, students investigate the incredible world of plants and animals and find out how they use their amazing structures and systems to survive. Building on their knowledge of information processing, students are then challenged to design a long-distance communication device.
5	What Matter is Made of	Matter Mysteries Hotline: As trainee recruits, students use their science skills to answer a series of matter-related queries. They test mystery materials or help a private investigator, choose the best materials to make an explorer’s kit bag, investigate chemical reactions when a Fire and Rescue team find an unidentified substance in a school, and help a Hollywood special effects department create the perfect clay.
	From Matter to Organisms	Yellowstone Uncovered: Students become park rangers to investigate how matter and energy move through systems. They observe predators hunting prey, discover the organisms that recycle the dead, and learn how plants create their own food. As students explore the relationships between the plants and animals that live in Yellowstone, they discover how even small changes to an environment can have big impacts.
	Interacting Earth Systems	H2O Response Team: Students become hydrologists, tasked with investigating the growing issue of water scarcity. Students explore where water is found around the world and discover just how little of it is drinkable. They investigate the many ways we use water, and consider the threat posed by water shortages, including droughts in California. Students then use what they’ve learned about sustainability to devise and implement a water campaign.
	Patterns in the Night Sky	Galactic Guidebook: Students join a community of international star-spotters and report on the patterns they see in the night sky. They investigate why some stars are brighter than others, why we only see them at night, and how stars seem to move across the sky. They discover how the night sky can be used for navigation, explore the constellations, and investigate why we don’t fall off the Earth! Using these explorations and observations, students create their own Galactic Guidebook, a record of patterns in the sky and in their own lives.

STEM Prep ES will also use *PLTW Launch* to provide students with experiences in the STEM fields by engaging them in hands-on activities, projects, and problems that build upon each other and relate to the real world. The *PLTW Launch* curriculum is aligned to Next Generation Science Standards, Common Core State Standards for Math and English Language Arts, and other national and state standards for grades K-5. *PLTW Launch* is designed to support a wide range of implementations. STEM Prep ES will incorporate one or more of the following modules into each grade level core science block.

PLTW Launch Modules:

- **Structure and Function: Exploring Design:** Students discover the design process, identify products around them designed by engineers, and use what they've learned to design their own paintbrushes.
- **Structure and Function: Human Body:** Students explore the relationship between structure and function in the human body and design a cast.
- **Animals and Algorithms:** Students explore the ways people control and use technology, as well as program their own digital animations.
- **Animated Storytelling:** Students explore the basic fundamentals of programming using ScratchJr and the Use-Modify-Create framework to strengthen their programming skills as they practice a program, modify the program, and then design and program a digital animated story to share with members of their community.
- **Grids and Games:** Students explore the sequential nature of computer programs through hands-on activities, both with and without a digital device. They develop an understanding of computer science, computer scientists, and the impacts of computing. They follow the Use-Modify-Create Framework to write programs with sequences, loops, and triggers. Applying skills and knowledge learned from the activities and project, students work together to design and program a game that can be played on a digital device.
- **Stability and Motion: Science of Flight:** Students learn about the forces involved in flight. They design, build, and test an experimental model glider to find out how air and other forces affect its flight and apply the design process to the problem of delivering aid to an area where supplies must be airlifted in and dropped to the ground from an aircraft.
- **Programming Patterns:** Students explore control structures such as events, loops, and conditionals. These structures specify the sequence in which instructions are executed within a program. They learn how to think computationally about a program and are challenged to use computer programming to write a story with different endings. Combining their writing and programming skills, students develop interactive stories on a device with multiple plots.
- **Input/Output: Computer Systems:** Students explore how computers work, and are encouraged to make analogies between the parts of the human body and parts that make up a computer. Students investigate reaction time as a measure of nervous system function apply this understanding to create a reaction-time computer program to assess a baseline before a concussion occurs.
- **Robotics and Automation:** Students explore the ways robots are used in today's world and their impact on society and the environment. They learn about a variety of robotic components as they build and test mobile robots that may be controlled remotely, and are challenged to design, model, and test a mobile robot that solves the problem of removing hazardous materials from a disaster site.
- **Robotics and Automation: Challenge:** Students expand their understanding of robotics as they explore mechanical design and computer programming. This module focuses on developing skills needed to build and program autonomous robots. Students work with a group to apply their knowledge to design, build, test, and refine a mobile robot that meets a set of design constraints.
- **Infection: Detection:** Students explore transmission of infection, agents of disease, and the mechanisms the body uses to stay healthy. Through a simulation, they compare communicable and non-communicable diseases. Students learn about an illness that has spread throughout the school and tackle this design problem by examining evidence to deduce the agent of infection, the likely source of the outbreak, and the path of transmission through a school. They design

and run an experiment related to limiting the spread of germs and apply the results to propose appropriate prevention methods.

- **Infection: Modeling and Simulation:** Students investigate models and simulations and discover powerful ideas about computing. Applying their new understanding, students program their own models and collect data by running simulations with different parameters.

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

Visual and Performing Arts (Non-Core)

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

Physical Education (Non-Core)

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

Technology (Non-Core)

In addition to using technology for word processing, research, presentations or educational software/online platforms, as a STEM-themed school, technology integration will be emphasized in every grade. We intend for all students to become tech-literate, just as they will become literate in reading, math and other core subjects. Our rich and engaging STEM curriculum will infuse technology usage into each classroom at each grade level, starting in Transitional Kindergarten. STEM Prep ES will have carts of Chromebooks for student use in the classrooms, with a planned 1:1 ratio. STEM Prep provides time and programming to ensure all students are able to type (typing club) and use platforms like the G-Suite (email, Google Docs, Google Slides, etc.) to build their tech literacy.

STEM Prep ES uses different themed STEM weeks and events to help engage students in different technologies. Through these intentionally planned events students get experience with coding (through programs like scratch, code.org, etc.), online labs, virtual reality, robotics, and interactive simulations (through programs like PhET). These technology rich STEM experiences encourage problem solving and critical thinking skills in a fun and engaging way. Students will learn a variety of ways that technology is

used in all STEM Fields. As our school has grown, we've added a Robotics club that competes with local skills. Within this club students learn how to design, use the iterative process, code, and use their creativity to solve challenges.

The faculty and school leaders implement standards-aligned, interactive curriculum resources into core instructional time, using programs such as Accelerated Reader, IReady, Discovery Education, and other high-quality learning programs that enable differentiated instruction for students, particularly those in need of extra support (including English Learners) or advanced challenge/acceleration. As many schools increasingly are doing, offering students an opportunity to work on these programs while small groups of students work with the teacher can help intensify differentiation and targeted interventions, while simultaneously providing teachers with real-time data on specific content strands students have mastered and where they need more help. Students will regularly access a variety of resources such as IReady, Amira, Accelerated Reader, Khan.org, nasa.gov, pbskids.org, Sora, Raz-Kids, and many more.

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

Teachers are trained in implementing technology into their classes as a means to support the instructional objectives of the class. Online platforms starting in TK/Kindergarten include Google Classroom, ClassDojo, and PearDeck for creating assignments and assessments, checking for understanding, surveying students, and student submission of required assignments. Teachers and the leadership team also use assessment systems, such as IReady) for benchmark testing and the CAASPP Interim assessments. Both IReady and the CAASPP Interim resemble the type of testing students will encounter during their state CAASPP tests starting in grade 3. The IReady assessment is computer adaptive and allows teachers to have real-time data to support intentionally planned small group instruction. The CAASPP interim materials allows teachers to have access to assessments that include the functions and tools that are found on state tests, such as drag and drop, brief writes, embedded calculators, audio clips, and graphing. Students take these assessments through the online platforms that allow for quick feedback and results. Additional uses of technology include programs such as Actively Learn, where students can annotate, highlight, and make comments on written articles. This is also similar to the functions available on the reading passages on the CAASPP assessment. As noted above, teachers may adopt a variety of online, interactive curricular programs to facilitate additional differentiation, practice and skills development, particularly for students in need such as ELs.

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

Curricular and Instructional Materials

STEM Prep ES utilizes materials aligned with the state standards to support its curriculum. Teachers may also work with the principal to gain approval for alternative materials than those listed below.

The curricular and instructional materials include:

English Language Arts	<ul style="list-style-type: none"> ● IntoReading - HMH (K-2) ● Amira - HMH (K-2 supplemental + Reading Intervention) ● CKLA - Amplify (3-5) ● iReady - (supplemental + Reading Intervention) ● Wilson Reading System (Learning Lab) ● Quill for Writing (3-5 supplemental) ● Accelerated Reading (supplemental)
English Language Development	<ul style="list-style-type: none"> ● Wonders ELD - McGraw Hill (3-5) ● Into Reading EL Small Group Instruction Resources - HMH (K-2) ● Rosetta Stone - supplemental support for K-5 students classified as Newcomer ELs
Mathematics	<ul style="list-style-type: none"> ● Illustrative Math (Kendall Hunt) ● Iready (Curriculum Associates) ● Zearn (supplemental)
Science	<ul style="list-style-type: none"> ● PLTW Launch (PLTW) ● Twig (Twig Science)
Social Studies	<ul style="list-style-type: none"> ● Studies Weekly
Technology	<ul style="list-style-type: none"> ● PLTW Launch ● Typing Club (Edclub)
Transitional Kinder	<ul style="list-style-type: none"> ● The Creative Curriculum ● Heggerty Phonemic Awareness Curriculum
Social Emotional Learning	<ul style="list-style-type: none"> ● Caring School Communities

Section 1.9b Intervention & Enrichment Programs

STEM Prep Elementary School (SPES) allocates dedicated instructional time during the school day to deliver both intervention and enrichment opportunities for students. Teachers analyze data from benchmarking assessments, as well as ongoing formal and informal evaluations, to identify the academic needs of individual students.

During a designated daily “Centers” block, students work in small groups according to shared academic needs. Instructional activities are differentiated based on the data. Students performing at or above grade level engage in enrichment opportunities such as math card games, board games, independent reading, book clubs, and educational online platforms.

Programs such as Quill and Accelerated Reader are used regularly in the classroom during center time to help students strengthen their writing and reading abilities. Quill is a research based writing program that students access digitally. It provides activities that help students develop their sentence construction and grammar skills. Activities are designed as supplemental writing exercises that students complete over short, 10 to 15 minute sessions. Quill offers prompts and exercises and delivers instant feedback to help students write, revise, and revise again until they are able to produce succinct, powerful sentences. Accelerated Reader is also a digital platform, but with an emphasis on building reading fluency. Accelerated Reader motivates students to read more through engaging quizzes, goal setting, and personalized recommendations. As students increase their reading volume, they develop greater reading stamina, word recognition, and language comprehension skills.

Mathematics enrichment incorporates Zearn, a comprehensive math learning platform designed to support mastery of grade-level standards. Zearn enables students to explore mathematical concepts through onscreen teachers, visual models, and digital manipulatives. The platform allows students to engage with interactive content that builds conceptual understanding and procedural fluency. When students encounter difficulties, Zearn provides built-in differentiated support, enabling them to learn from their mistakes and persist in their learning pathway. This targeted support system helps ensure that students remain engaged and continue progressing through rigorous grade-level content.

SPES also implements a daily intervention block for students performing below grade level. Teachers utilize the iReady individualized learning program to assign targeted instruction based on benchmark assessment data, administered three times per year. Personalized learning plans are developed to address identified areas of growth. Students use iReady lessons and practice to work toward stretch goals during the school day, in after-school tutoring, and at home through online access.

These programs are integrated into the academic schedule to ensure that all students at SPES—regardless of current performance level—receive appropriate support and extension to promote academic growth and achievement.

Section 1.9c Independent Study

STEM Prep Elementary School (SPES) offers an Independent Study program consistent with the STEM Prep Independent Study Program Policy, which is board-approved and aligned with all applicable state laws. Independent Study is a voluntary option and is not required of any student. Participation is approved on a case-by-case basis for students experiencing extenuating circumstances and must be initiated through a formal request to the school principal.

Students have the right to return to the regular instructional program at any time. Key eligibility criteria include:

1. Independent Study is not provided indefinitely. All Independent Study Contracts are time-bound and limited to no more than one year.

2. Supervision is provided by experienced certificated staff qualified to support students in Independent Study.
3. Students must demonstrate the motivation, organization, and academic skills required to succeed independently. Students not meeting grade-level standards may participate only if appropriate supports (e.g., tutoring, supplemental instruction, counseling) can be provided.
4. Participation must not cause the school to fall out of compliance with legal requirements, including full-time equivalent teacher-to-student ratios and the requirement that at least 80% of ADA be classroom-based.
5. For students with exceptional needs, as defined in Education Code § 56026, the IEP team must determine the appropriateness of Independent Study and identify any necessary supports. Participation is only permitted if specifically provided for in the IEP.
6. Students referred or assigned to SPES for disciplinary reasons under Ed Code §§ 48915 or 48917 must be offered a classroom-based alternative and may only participate in Independent Study if they voluntarily choose it.
7. Students must reside in Los Angeles County or an adjacent county to be eligible. Enrollment eligibility shall not be based on the address of parent/guardian's employment. The school will not claim apportionment for students outside these boundaries unless legally permitted.

Additional procedures, requirements, and implementation details are outlined in the STEM Prep Independent Study Program Policy.

Section 1.10 Comprehensive Course List (for span and secondary schools)

Not applicable.

Section 1.11 - 1.15 For High Schools

Not applicable.

Section 1.16 Transitional Kindergarten

STEM Prep Elementary School offers a robust Transitional Kindergarten (TK) program designed for students whose fifth birthday falls within the state's eligibility window. The TK curriculum is developmentally appropriate and aligned to the California Preschool Learning Foundations, as guided by Senate Bill (SB) 858 (Chapter 32, Statutes of 2014). Our whole-child approach emphasizes early language, literacy, and math development through structured play, exploration, and hands-on learning experiences.

In small classroom settings, TK teachers nurture students' confidence, creativity, and critical thinking through developmentally appropriate, inquiry-based investigations. Learning is rooted in a constructivist philosophy, where students explore, question, and build foundational skills through engaging, hands-on tasks aligned to early math and literacy concepts. Lessons emphasize oral language development, phonological awareness, number sense, and social-emotional learning. Instruction is differentiated and culturally responsive, supporting all learners, including English Learners and students with disabilities. Teachers incorporate SDAIE strategies, explicit vocabulary development, and small-group guided instruction to ensure access for all students.

Family engagement is a cornerstone of the TK program. Families participate in a range of activities

including parent-teacher conferences, classroom events, and school-wide gatherings such as STEM Nights, community circles, and monthly Coffee with the Principal. Regular communication through newsletters, bilingual outreach, and digital platforms ensures families are informed, welcomed, and involved in their child's learning journey.

All TK teachers at STEM Prep Elementary hold valid credentials issued by the California Commission on Teacher Credentialing (CTC) and meet at least one of the following qualifications:


- Completion of at least 24 units in early childhood education and/or child development, or
- Equivalent professional experience in a preschool classroom setting, as determined by STEM Prep ES, or
- Possession of a Child Development Permit issued by the CTC.

Our TK program is the foundation of a TK–12 pipeline that cultivates STEM thinkers, equips students with essential skills, and empowers them to become collaborative, curious, and self-directed learners.

Academic Calendar and Schedules

Section 1.17 Academic Calendar and Schedules

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



STEM Prep Elementary

2025-2026 Academic Calendar

July

Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7/4 Independence Day - Paid Holiday

August

Week	Mo	Tu	We	Th	Fr	Sa	Su
					1	2	3
	4	5	6	7	8	9	10
1	11	12	13	14	15	16	17
2	18	19	20	21	22	23	24
3	25	26	27	28	29	30	31

8/1 New Teacher PD
8/4-8/8 All Staff PD
8/14 First Day of School!
8/29 ELOP Day

12 Instructional Days

September

Week	Mo	Tu	We	Th	Fr	Sa	Su
4	1	2	3	4	5	6	7
5	8	9	10	11	12	13	14
6	15	16	17	18	19	20	21
7	22	23	24	25	26	27	28
8	29	30					

9/1 Labor Day - Paid Holiday

21 Instructional Days

October

Week	Mo	Tu	We	Th	Fr	Sa	Su
8			1	2	3	4	5
9	6	7	8	9	10	11	12
10	13	14	15	16	17	18	19
11	20	21	22	23	24	25	26
12	27	28	29	30	31		

10/2 ELOP Day
10/3 Pupil Free Day

22 Instructional Days

November							
Week	Mo	Tu	We	Th	Fr	Sa	Su
						1	2
13	3	4	5	6	7	8	9
14	10	11	12	13	14	15	16
15	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

11/10 ELOP Day
11/11 Veteran's Day - Paid Holiday
11/21 ELOP Day
11/24-28 Thanksgiving Break

14 Instructional Days

December							
Week	Mo	Tu	We	Th	Fr	Sa	Su
16	1	2	3	4	5	6	7
17	8	9	10	11	12	13	14
18	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

12/19 ELOP Day
12/22-1/09 Winter Break

15 Instructional Days

January							
Week	Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4	
19	5	6	7	8	9	10	11
20	12	13	14	15	16	17	18
21	19	20	21	22	23	24	25
	26	27	28	29	30	31	

1/8-9 Pupil Free Day
1/12 First Day of 2nd Semester
1/16 ELOP Day
1/19 MLK Jr. Day - Paid Holiday

14 Instructional Days

February							
Week	Mo	Tu	We	Th	Fr	Sa	Su
22	2	3	4	5	6	7	8
23	9	10	11	12	13	14	15
24	16	17	18	19	20	21	22
25	23	24	25	26	27	28	

2/16 Presidents' Day - Paid Holiday

19 Instructional Days

MARCH							
Week	Mo	Tu	We	Th	Fr	Sa	Su
							1
26	2	3	4	5	6	7	8
27	9	10	11	12	13	14	15
28	16	17	18	19	20	21	22
29	23	24	25	26	27	28	29
	30	31					

3/26-27 - Staff PD
3/30-4/3 Spring Break

18 Instructional Days

APRIL							
Week	Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4	5
30	6	7	8	9	10	11	12
31	13	14	15	16	17	18	19
32	20	21	22	23	24	25	26
33	27	28	29	30			

3/30-4/3 Spring Break

19 Instructional Days

MAY							
Week	Mo	Tu	We	Th	Fr	Sa	Su
					1	2	3
34	4	5	6	7	8	9	10
35	11	12	13	14	15	16	17
36	18	19	20	21	22	23	24
37	25	26	27	28	29	30	31

5/25 Memorial Day Paid Holiday

20 Instructional Days

JUNE							
Week	Mo	Tu	We	Th	Fr	Sa	Su
38	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

6/10 Last Day of School / ELOP Day
6/19 Juneteenth - Holiday

8 Instructional Days

LEGEND

- Total Instruction Days
- Holidays (all schools and offices closed)
- School Breaks (Thanksgiving, Winter, and Spring)
- Summer Teacher PD
- Pupil Free Days - Staff PD
- ELOP Days

175
8
22
6
5
7

Section 1.18 Sample Daily Schedules

One day each week will be designated as an early dismissal day to provide dedicated time for teacher collaboration, instructional planning, and professional development. The following schedules are provided for illustrative purposes only and may change from year to year at the discretion of the school principal, provided that the total number of instructional days and minutes meet statutory requirements for each grade level.

Notes on the tables below:

* indicates Designated ELD instruction

^ indicates Integrated ELD instruction

5-10 minute gaps between activities are transition/clean-up periods

TK/Kindergarten

M, W, Th, F (3:00 Dismissal)			Tuesday (early release, 1:25 Dismissal)			Minimum day		
8:00-8:20	SEL	20	8:00-8:10	Schoolwide Meeting		8:00-8:10	SEL	10
8:20-9:20	ELA Skills	60	8:15-8:20	Morning Greeting	5	8:15-8:20	Morning Greeting	5
9:25-9:45	Recess Break		8:20-9:15	ELA: Structured Literacy ^	55	8:20-9:15	ELA: Structured Literacy ^	55
9:50-10:20	Math Centers	30	9:20-9:30	Recess Break		9:20-9:30	Recess Break	
10:20-11:20	Math ^	60	9:35-10:30	Math^	55	9:35-10:30	Math^	55
11:25-11:38	TK/K Recess		10:30-11:25	History	55	10:30-11:25	History	55
11:39-11:59	TK/K Lunch		11:30-11:50	Lunch		11:30-11:50	Lunch	
12:05-12:50	Writing ^	45	11:51-12:04	Recess		11:51-12:04	Recess	
12:55-1:50	ELA *^	55	12:10-12:55	STEM ^	45	12:10-12:55	STEM^	45
2:00-2:55	PE/Intervention	55	12:55-1:25	Writing	30	12:55-1:25	Writing	30
3:00	Dismissal		1:30	Dismissal		1:30	Dismissal	
Instructional Minutes		325	Instructional Minutes		245	Instructional Minutes		255

First Grade & Second Grade

M, W, Th, F (3:00 Dismissal)			Tuesday (early release, 1:30 Dismissal)			Minimum day		
8:00-8:15	SEL	15	8:00-8:10	Schoolwide Meeting		8:00-8:10	SEL	10
8:15-9:10	ELA *^	55	8:15-8:20	Morning Greeting	5	8:15-8:20	Morning Greeting	5
9:15-9:25	Nutrition Break		8:20-9:25	ELA: Structured Literacy ^	65	8:20-9:25	ELA: Structured Literacy ^	65
9:30-10:25	ELA Skills	55	9:30-9:40	Nutrition Break		9:30-9:40	Nutrition Break	
10:30-11:25	Math ^	55	9:45-10:40	History	55	9:45-10:40	History	55
11:30-11:50	Lunch		10:40-11:35	Math ^	55	10:40-11:35	Math ^	55
11:51-12:04	Recess		11:40-11:53	Recess		11:40-11:53	Recess	
12:10-12:50	History/STEM ^	40	11:54-12:14	Lunch		11:54-12:14	Lunch	
12:55-1:50	PE/Intervention	55	12:20-12:50	Math Centers/ELA Centers & Intervention w/ Wong ^	30	12:20-12:50	Math Centers/ELA Centers & Intervention w/ Wong	30
1:55-2:25	Math Centers	30	12:55-1:25	Math Centers/ELA Centers & Intervention w/ Wong ^	30	12:55-1:25	Math Centers/ELA Centers & Intervention w/ Wong	30
2:25-2:55	Writing	30	1:30	Dismissal		1:30	Dismissal	
3:00	Dismissal		Instructional Minutes		240	Instructional Minutes		250
Instructional Minutes		335						

Third Grade

M, W, Th, F (3:00 Dismissal)			Tuesday (early release, 1:30 Dismissal)			Minimum day		
8:00-8:05	Morning Greeting	5	8:00-8:10	Schoolwide Meeting		8:00-8:10	SEL	10
8:05-9:00	Math ^	55	8:15-8:20	Morning Greeting	5	8:15-8:20	Morning Greeting	5
9:05-10:00	ELA ^	55	8:20-9:20	Math^	60	8:20-9:20	Math ^	60

10:05-10:15	Nutrition Break		9:20-9:55	Math Centers	35	9:20-9:55	Math Centers	35
10:20-11:15	PE/Intervention *	55	10:00-10:10	Nutrition Break		10:00-10:10	Nutrition Break	
11:20-11:35	SEL/STEM	15	10:15-11:15	ELA^	60	10:15-11:15	ELA^	60
11:35-12:05	History/STEM^	30	11:15-12:15	STEM^	60	11:15-12:15	STEM^	60
12:10-12:30	Lunch		12:20-12:33	Recess		12:20-12:33	Recess	
12:31-12:44	Recess		12:34-12:54	Lunch		12:34-12:54	Lunch	
12:50-1:20	Writing^	30	1:00-1:25	ELA Centers	25	1:00-1:25	ELA Centers	25
1:20-2:20	ELA^	60	1:30	Dismissal		1:30	Dismissal	
2:25-2:55	Math Centers	30	Instructional Minutes		245	Instructional Minutes		255
3:00	Dismissal							
Instructional Minutes		335						

Tuesdays and Thursdays: SEL 12:50-1:05, Writing 1:05-1:30, ELA 1:30-2:20

Fourth & Fifth Grade

M, W, Th, F (3:00 Dismissal)			Tuesday (early release, 1:30 Dismissal)			Minimum day		
8:00-8:05	Morning Greeting	5	8:00-8:10	Schoolwide Meeting		8:00-8:10	SEL	10
8:05-9:00	PE/ELD/Intervention *	55	8:10-8:15	Morning Greeting	5	8:10-8:15	Morning Greeting	5
9:05-9:55	History	50	8:15-9:15	STEM^	60	8:15-9:15	STEM^	60
10:00-10:30	Math Centers	30	9:15-10:15	Math^	60	9:15-10:15	Math^	60
10:35-10:45	Nutrition Break		10:20-10:30	Nutrition Break		10:20-10:30	Nutrition Break	
10:50-11:50	Math^	60	10:35-11:05	Math Centers	30	10:35-11:05	Math Centers	30
11:55-12:55	ELA^	60	11:05-12:05	ELA^	60	11:05-12:05	ELA^	60
1:00-1:35	Lunch		12:05-12:40	ELA Centers	35	12:05-12:40	ELA Centers	35
1:21-1:34	Recess		12:50-1:10	Lunch		12:50-1:10	Lunch	

1:40-2:10	ELA^	30	1:11-1:24	Recess		1:11-1:24	Recess		
2:10-2:40	Writing	30	1:30	Dismissal		1:30	Dismissal		
2:40-2:55	SEL	15	Instructional Minutes			250	Instructional Minutes		260
3:00	Dismissal								
Instructional Minutes		335							

Section 1.19 Instructional Days and Minutes

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

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK	Yes	127	325	37	245	11	255	175	36000	53145	17145
K	Yes	127	325	37	245	11	255	175	36000	53145	17145
1	Yes	127	335	37	240	11	250	175	50400	54175	3775
2	Yes	127	335	37	240	11	250	175	50400	54175	3775
3	Yes	127	335	37	245	11	255	175	50400	54415	4015
4	Yes	127	335	37	250	11	260	175	54000	54655	655
5	Yes	127	335	37	250	11	260	175	54000	54655	655

Section 1.20 Early College and Middle College High Schools Attendance Requirements

Not applicable.

TEACHERS

Section 1.21 Ongoing PD for Teachers

STEM Prep Elementary School (SPES) believes in self-directed lifelong learning. As we instill this value in students, we hold the same expectation for our educators. SPES provides a robust, year-round professional development (PD) program to ensure teachers are equipped to deliver a rigorous, equitable, and STEM-focused instructional program.

During Professional Development, teachers explore new and innovative ways to address the Common Core standards in their classes. Teachers meet in grade-level teams, departments, and as a school to analyze data, identify strategies to address learning gaps, and share best practices. Leaders and teacher leaders guide participants through data analysis and reflection using a playbook of strategies developed by STEM Prep instructional leaders. Teachers also contribute to the evolving playbook by sharing effective strategies based on their classroom practice.

Summer Training

SPES holds a multi-day mandatory summer training program, typically one week, for all teachers prior to the start of school. A heavy emphasis is placed on:

- Building school culture
- Backward planning (McTighe & Wiggins for curriculum mapping)
- Data-driven decision-making, including training on data management systems
- Differentiated instruction for English Learners and students with disabilities
- Standards-based grading (Continuous Learning)
- Literacy across the curriculum
- Rigor in the classroom (Inquiry-Based Lesson Cycle)
- Curriculum implementation

Weekly Professional Development Time

STEM Prep ES will have Early Dismissal Days once a week in order to provide teachers with a 2-hour block of professional development and collaboration time. The specific topics addressed during the professional development and collaboration time include reinforcement of those topics introduced during the Summer Training, as well as new topics selected based on the specific and current needs of the staff, students and school community. During this professional development time, teachers meet in Professional Learning Communities (PLCs). In PLCs, teachers group together by common grade levels and identify a challenge. They then work together to answer the following guiding questions:

1. Where are we going?
2. Where are we now?
3. How do we move learning forward?
4. What did we learn today?
5. Who benefited and who did not benefit?

Teachers use formative assessment data from curriculum and benchmark (iReady) assessments, along with curriculum scope and sequence, curriculum and iReady resources, and the STEM Prep Playbook of Strategies, created by our Directors of STEM and Director of Humanities to answer the above questions. Teachers are encouraged to bring their expertise and experience into the discussions and offer additional strategies to add to the playbook. The ultimate goal of PLCs is for teachers to learn more about the effectiveness of their instruction and to help students to learn at higher levels.

Outside of PLCs, the whole school meets to address organizational and instructional priorities such as:

- Mission and vision of STEM Prep ES
- School Operations
- Health & Safety Policies and Procedures
- STEM-themed learning and events
- Differentiating instruction for all learners, including students with disabilities and English learners
- Interdisciplinary projects
- Integrating technology in the classroom
- Universal Design for Learning
- Classroom Management Success
- Special Education: policies, timelines, Student Success Team process, assessments, and strategies for working with students with special needs
- Assessment Administration Training: standardized tests (CAASPP, ELPAC, etc.), benchmark assessments

Whole-school PD topics are selected based on school-wide priorities, analysis of instructional trends, and feedback gathered through various mechanisms including annual staff surveys, targeted teacher surveys on PD needs, coaching logs, and reflection tools. This ensures a systematic and data-driven approach to selecting new PD content aligned to evolving school and staff needs.

Common Planning Time

In addition to formal PD, time is built into the bell schedule for grade-level teams to meet weekly. These sessions focus on aligning lesson plans and instructional practices, including:

- Classroom Management Strategies, such as CHAMPS (Conversation, Help, Activity, Movement, Participation, Success)
- Restorative Justice Practices
- Social Emotional Learning
- STEM integration

Peer Visitation

SPES recognizes that a common challenge among educators is the sense of isolation in the classroom. To foster collaboration and support professional learning, SPES promotes a safe, “open door” policy and encourages frequent peer observations. Peer visitations take place monthly through structured learning walks that involve all teachers and school leaders.

During learning walks, teams visit classrooms over a two-day period using a shared data collection tool to capture evidence of effective instruction, student engagement, and classroom culture. The tool aligns to instructional priorities emphasized during PD, such as inquiry-based learning, differentiation for English Learners and students with disabilities, or Universal Design for Learning. This ensures that peer observations serve not only as a platform for collaboration but also as a mechanism to assess how well strategies from professional development are being implemented in classrooms.

After the observations, participating teachers gather to debrief their findings, discuss instructional takeaways, and set intentions for applying new practices in their own classrooms. Observed teachers receive timely feedback and suggestions for enhancing student engagement or refining instructional

techniques. Visiting teachers benefit from real-time examples of high-impact strategies that were modeled, making this an applied learning experience.

Importantly, peer observations are not evaluative but are designed to build a culture of shared growth and instructional excellence. Leadership reviews data collected during learning walks to identify trends, spotlight strong practices, and refine future PD priorities. This system supports both peer learning and the broader evaluation of PD effectiveness, ensuring that new initiatives are not only introduced but are also embedded and visible in classroom practice.

Principal Evaluation and Reviews

Mid-year and end-of-year teacher evaluations are based on formal and informal observations, coaching feedback, and teacher self-reflections. SPES provides all teachers with an evaluation template at the start of the school year to promote transparency and shared goals. These reviews serve as an important opportunity for individualized professional learning and goal-setting aligned to both school-wide priorities and teacher growth areas.

Measuring PD Effectiveness

SPES evaluates the effectiveness of its PD through:

- Post-PD surveys on quality, relevance, and instructional impact
- Observations of classroom implementation following PD sessions
- Analysis of student performance data
- Ongoing teacher feedback, exit tickets, and coaching session insights

This continuous feedback loop ensures that PD remains responsive, meaningful, and aligned to instructional outcomes.

Section 1.22 Recruitment of Teachers

STEM Prep Elementary School (SPES) recognizes that recruiting highly effective teachers is essential to delivering a rigorous, equitable, and STEM-focused instructional program. We recruit through multiple sources, including EdJoin, Teach For America, university career centers (with targeted outreach to programs specializing in bilingual education, special education, and urban teacher preparation), local colleges with teacher preparation programs, and career fairs. We also leverage our internal pipeline—promoting instructional aides and long-term substitutes into credentialed roles—as well as word-of-mouth referrals through our current staff and wider professional network in Los Angeles.

SPES intentionally seeks educators with demonstrated success or strong interest in serving English Learners, students with disabilities, and socioeconomically disadvantaged students. We align these efforts with our LCAP Goal 2, Action 4 (“CMO-Level Talent Support”) by prioritizing applicants with training in culturally responsive pedagogy, Universal Design for Learning (UDL), and language development. Recruitment materials explicitly communicate our mission to disrupt inequitable access to STEM pathways and call on applicants to demonstrate both content mastery and a commitment to educational equity.

SPES also recognizes the deep connection between recruitment and retention. During hiring conversations, we highlight the school’s supportive professional culture, including access to instructional coaching, teacher-led PD, and a leadership development pipeline that supports career growth.

All teacher candidates undergo a structured and rigorous selection process:

- Job posting outlining credential and legal requirements (e.g., appropriate certification, AB 2534 compliance, and background check disclosures)
- Recruitment through multiple platforms and referral networks
- Resume and portfolio screening, with emphasis on evidence of student growth or data-informed instruction
- Reference checks and employment verification
- Virtual or in-person interviews including scenario-based questions related to data use, differentiation, and classroom culture
- Demonstration lesson (when possible), observed by leadership using a rubric aligned to SPES’s instructional priorities—including the Inquiry-Based Lesson Cycle, academic discourse, and strategies for engaging ELs and SWDs
- Final selection and offer

This process ensures that selected candidates align with SPES’s core values, have the capacity to improve student outcomes, and are prepared to contribute to our mission of equity and excellence.

MEETING THE NEEDS OF ALL STUDENTS

Section 1.23 Meet the Needs of All Students - ELs

Process for Identifying ELs

STEM Prep commits to its vision that all students, including English Learners (ELs), should have equal access to rigorous curriculum and instruction that prepares them for STEM majors and fields. STEM Prep ES has adopted the STEM Prep English Learner Master Plan to ensure English Learners (including reclassified students) receive equal access to instructional materials and supports, enabling them to achieve grade-level CCSS mastery and English-language proficiency.

Services for English Learners begin with identification.

To identify EL students promptly and provide appropriate instructional support and services, STEM Prep ES requires all parents to complete a Home Language Survey (HLS) upon enrollment (Cal. Education Code § 52164.1). The HLS includes four questions about the student and family’s home language background:

1. What language did this student learn when they first began to talk?
2. What language does this student use most frequently at home?
3. What language do you use most frequently to speak to the student?
4. What language do adults at home use most frequently?

STEM Prep ES uses responses to the HLS to determine a student’s home language and English Learner status. The process is as follows:

- **English Only (EO)** – If parents answer “English” to all four questions, STEM Prep classifies the student as English Only.

- **Possible English Learner (EL)** – If parents answer the first three questions with a language other than English, or a combination of English and another language, STEM Prep assesses the student’s English proficiency.
- If parents answer “English” to the first three questions but list another language in the fourth, the school uses additional indicators to determine the student’s home language, such as:
 - The parent/guardian uses an interpreter to communicate in English
 - The parent/guardian uses another language to speak with the child
 - The HLS is completed in a language other than English
 - The student, enrolled in a mainstream English program, demonstrates limited English comprehension in instruction or school routines

STEM Prep administers the initial assessment, including the English Language Proficiency Assessment for California (ELPAC), within 30 calendar days of enrollment. If a student’s home language is not English, the school will attempt to obtain the student’s previous language classification and test scores. If those records are unavailable, the school administers the ELPAC within the 30-day period.

The ELD Coordinator assesses the English language proficiency of all currently enrolled English Learners according to California Education Code guidelines. Students with disabilities or 504 Plans take the ELPAC with accommodations specified in their IEP or 504 Plan. If students cannot participate in the ELPAC, the school administers an alternate assessment as outlined in their IEP.

The school notifies parents of their responsibility to conduct ELPAC testing and informs them of assessment results within 30 calendar days after receiving the scores from the test contractor.

The school monitors students using the ELPAC General Performance Level Descriptors (PLDs), categorized as follows:

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

	light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. ¹¹

Each year, the school notifies parents of their child’s ELPAC scores. It also communicates with parents when the student is under consideration for reclassification and again upon official reclassification. STEM Prep ES uses annual ELPAC scores, other standardized assessments (e.g., CAASPP), teacher observations, and optional parent input to determine supports for English Learners and identify students eligible for reclassification. The school administers annual assessments for all identified EL students within the designated testing window.

Educational Program for English Language Acquisition

English Language Development (ELD) is a specialized instructional program tailored to each EL student’s level of English proficiency. The program aims to promote the acquisition of English listening, speaking, reading, and writing skills. All English Learners at STEM Prep ES receive both Designated and Integrated ELD instruction.

Designated ELD Instruction

STEM Prep ES protects a specific instructional block during which ELs receive ELD instruction aligned to the 2012 CA ELD standards. Appropriately credentialed teachers deliver this instruction using curriculum suitable for each student’s proficiency level, such as McGraw Hill Wonders ELD (K–5). Students receive this instruction daily or according to a block schedule.

English Learners in English Language Mainstream

English Learners in English Language Mainstream (ELM) include students who have recently reclassified (RFEP) as well as those whose parents or guardians have declined EL services. To support these students, STEM Prep ES provides targeted interventions such as supplemental curriculum (e.g., mClass, Read 180, RazKids, and English 3D), before- or after-school tutoring, and access to core instruction through teachers’ use of SDAIE, SIOP, and UDL strategies. Teachers also incorporate language scaffolds and enlist instructional aides to ensure students access and engage with academic content effectively.

English Learners with an IEP

Students who are designated as EL and have a disability receive EL instruction that meets their unique needs. The requirements outlined in a student’s IEP take precedence over EL programming. The IEP for an EL student includes linguistically appropriate goals and objectives. ELs with an IEP receive programs and services that address both their linguistic abilities and their disabilities. The IEP team determines

¹¹ <http://www.cde.ca.gov/ta/tg/ep/elpacpld.asp>

which services are appropriate based on the student’s disability and level of English proficiency. Regardless of the prescribed services, ELs continue to receive EL instruction. Teachers of ELs with IEPs collaborate with the student’s case manager to ensure that instruction effectively meets the student’s IEP goals.

Integrated ELD Instruction

STEM Prep ES provides Integrated ELD throughout the school day across all content areas. Teachers incorporate the 2012 CA ELD standards and strategies like SDAIE and SIOP to support ELs’ linguistic and academic development. Teachers of ELs hold the appropriate credentials and receive ongoing professional development on effective instruction for English Learners, including newcomers and Long-Term English Learners.

Newcomer English Learners

Under Section 7011(5) of Title 20 of the United States Code, newcomer ELs are immigrant children and youth who: 1) Are between ages 3 and 21; 2) Were not born in any U.S. state; 3) Have attended U.S. schools for less than three full academic years.

STEM Prep ES supports newcomer ELs with intensive language, academic, and social-emotional instruction. Designated ELD classes for newcomers use the CA ELD standards and curricula such as Wonders ELD Newcomer Curriculum and Rosetta Stone.

STEM Preparatory Schools value the cultural, social, and linguistic diversity newcomer families bring. These students and families enrich the school community and contribute to California’s multilingual and multicultural landscape. The school conducts consistent outreach to ensure that newcomer students thrive both academically and socially.

Staffing of Teachers Teaching EL

STEM Prep ES actively seeks teachers who hold the appropriate credentials to teach both their assigned courses and English Language Learners. All STEM Prep ES teachers hold EL authorization through a CLAD, BCLAD, or an equivalent certification. When candidates with the required EL authorization are not available, STEM Prep ES secures the necessary temporary permits to allow those teachers to instruct EL students. These teachers must obtain the required EL authorization within two years.

Reclassification of English Language Learners, Including Criteria

STEM Prep ES may reclassify a student from EL to RFEP at multiple points throughout the school year, once it receives the student’s ELPAC scores. These reclassification points align with interim and state testing administration at each school. If a student qualifies for reclassification based on their English language proficiency assessment, the school then reviews the student’s interim and CAASPP scores. STEM Prep bases its reclassification criteria on the state’s guidelines, as outlined below:

- **Assessment of English Language Proficiency**
 - *ELPAC*: Student must earn scores that indicate developed English skills. Overall Score = 4
- **Standardized Testing Scores for English**
 - *CAASPP*: ELA score of “nearly met” or above
 - *Standardized Reading Assessments* (e.g., Reading Inventory, DIBELS, i-Ready): Score must show basic proficiency
- **Teacher Evaluation through Grades**

- Student must earn a final and most recent semester grade of A, B, or C in English at STEM Prep ES
- **Parent Consultation**
 - The school must notify the parent in English and in the primary language, when that language is commonly spoken in the school community

Reclassification of Students with Disabilities

Students with disabilities (SWDs), including those on an alternate curriculum, receive the same opportunities for reclassification as students without disabilities. IEP teams determine appropriate measures of English language proficiency and performance in basic skills, along with minimum proficiency levels that are equivalent to those of native English-speaking peers with similar disabilities in the same grade level. When a student has received six or more years of ELD support and does not meet all four standard reclassification criteria, the IEP team—alongside the SPED Director, ELD Coordinator, and ELD teacher—may consider reclassification based on the process outlined below, which accounts for the impact of the student’s disability on English language proficiency.

Before initiating the process, the IEP team, SPED Director, and EL Coordinator conduct a review of records to evaluate the student’s overall progress toward reclassification. This review includes specific instructional strategies used, targeted interventions implemented, formal and informal assessments, and any accommodations or modifications provided during ELD instruction.

To alternatively reclassify a Long-Term English Learner (LTEL) with an IEP, the team follows these steps:

- 1. Review of ELPAC scores**
 - a. LTEs with an IEP who have an overall proficiency level of 4 are eligible to be considered.
- 2. Teacher Evaluation of Student Academic Performance**
 - a. The IEP team uses grades from the most recent reporting period as the primary measure for Criterion 2. A grade of C or better in a grade-level English course or LTEL course satisfies this criterion.
 - b. If the student does not earn a C or better, the IEP team may use alternate measures of classroom performance based on the student’s IEP goals for ELD and for literacy domains (reading, writing, listening/receptive language, and speaking/expressive language).
 - c. The team reviews the student’s progress toward IEP goals, grade-level expectations, curriculum-based measures, formative assessments, and work samples. They compare the student’s progress with that of native English-speaking peers who have similar disabilities and are in the same grade level.
- 3. Parent/Guardian Opinion & Consultation**
 - a. The parent or guardian participates in the IEP meeting (preferably in person, or by phone if necessary), where the team discusses the student’s progress toward reclassification criteria.
 - b. The team documents the parent’s input in the ELD PLP section under a new subsection titled “Parent Input.”
 - c. If the district and parent/guardian agree that the student has demonstrated an appropriate level of English language proficiency commensurate with their abilities and no longer needs ELD services, the student will be recommended for reclassification.

- d. If the district and/or parent/guardian cannot reach agreement, the student will continue to receive ELD services and instruction.
 - e. The IEP team, with parent or student participation, must make the final decision to reclassify the student during an IEP meeting.
- 4. Comparison of Performance in Basic Skills**
- a. LTEL SWDs on the general education curriculum take the Reading Inventory (RI) as the selected assessment of basic English skills. Students who score at the Basic, Proficient, or Advanced level demonstrate grade-level English skills.
 - b. If a student does not meet RI cut scores or does not take the RI because they are on the alternate curriculum, the IEP team may use the TOSCRF-2 (Test of Silent Contextual Reading Fluency) to determine whether the student has demonstrated an appropriate level of performance in basic ELA skills, compared to native English speakers with similar disabilities.

Reclassification Process

The EL Coordinator initiates the reclassification process. The steps to reclassify an EL student are as follows:

- 1. Administer the English Language Proficiency Assessment (ELPAC)**
The school administers the ELPAC to evaluate English proficiency.
- 2. Review Language Proficiency Scores**
 - If the student's scores do not meet reclassification eligibility, the student continues to receive EL services and support.
 - If the scores meet eligibility requirements, the EL Coordinator proceeds with the next steps.
- 3. Review Student CAASPP or Standardized Reading Assessment Scores**
 - If the student's scores do not meet reclassification eligibility, the student continues EL services and support.
 - If the scores meet eligibility requirements, the coordinator proceeds with the next steps.
- 4. Review the Student's Semester Grade in ELA**
 - If the grade does not meet reclassification eligibility, the student continues with EL services and support.
 - If the grade meets eligibility requirements, the coordinator proceeds with the next steps.
- 5. Complete Parent Reclassification Notification**
 - The coordinator completes the Parent Reclassification Notification letter.
 - The school mails the letter home and files a copy in the student's CUM folder.
- 6. Update Student Records in the SIS System**
 - The EL Coordinator updates the student's EL status in PowerSchool and records the RFEP date.
- 7. Continue Monitoring**
 - The school continues to monitor the student's language proficiency by reviewing grades and assessments.

Ongoing Monitoring of Students Reclassified

STEM Prep ES monitors students for at least three years after reclassification to ensure they continue to succeed in mastering English. The school reviews each student's academic records, including grades, state testing scores, benchmark scores, and teacher input. The student's ELA teacher and the ELD Coordinator share responsibility for monitoring this data and ensuring that reclassified students maintain academic progress in English.

How the charter school will use the results of the English Language Proficiency Assessment for California (ELPAC) to support and accelerate student progress towards English language proficiency

STEM Prep bases its English Learner support program on the California ELD Standards. Guided by these standards, STEM Prep ES teachers provide instruction grounded in the best available research for supporting ELs in an English immersion environment. The school expects each EL student to advance by at least one ELPAC Proficiency Level Descriptor annually, as measured by the ELPAC.

The EL Coordinator partners with classroom teachers to include ELD goals in each student's passport. Each passport provides the student's teachers with the following information:

- ELD levels
- Years as an EL
- Instructional supports for listening, speaking, writing, and reading
- ELPAC scores by domain
- Annual EL goals

Teachers, including the ELD teacher, use these passports to tailor individual support based on each student's needs. The EL Coordinator also delivers ongoing professional development to teachers in areas such as differentiation for ELs (e.g., SDAIE and SIOP strategies) and best practices for effective EL instruction (e.g., culturally responsive teaching, Universal Design for Learning). This training ensures that students receive the necessary support to accelerate their progress toward English proficiency.

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

Teachers access ELD assessment results to inform program placement, reclassification decisions, and instructional planning. STEM Prep ES uses assessment interpretation resources to help teachers and administrators explain student progress to English Learners and their parents or guardians.

STEM Prep ES provides high-quality professional learning opportunities for all educators to ensure that every English Learner receives instruction from teachers prepared to adapt instruction to the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on building teachers' knowledge of how to develop students' receptive and expressive language skills and how to close achievement gaps using effective pedagogical tools.

These tools include conceptualization through demonstration, media, and manipulatives; metacognitive development through reflection, self-assessment, and goal setting; and schema building through projects, compare/contrast tasks, and peer teaching. Teachers also use strategies such as front-loading content, organizing information visually, and pairing ELs with more fluent peers to ensure access to

academic content. All students identified as ELs participate in both Designated ELD and Integrated ELD instruction.

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

The Board and school leaders annually evaluate the effectiveness of the English Learner program by analyzing student achievement data from the ELPAC, CAASPP, benchmark assessments, and teacher feedback. Based on the results of these assessments and feedback, STEM Prep ES identifies areas of the program that require improvement. The school addresses these areas through whole-school and grade-level professional development, as well as one-on-one teacher coaching. When needed, the school revises curricular resources to better meet student needs. Additionally, STEM Prep ES identifies individual student needs through data analysis and addresses them through targeted intervention.

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

Under California law, At-Risk/Long-Term English Learners (ELs) are students who have attended California schools for seven or more years, scored Far Below Basic or Below Basic on the state's English Language Arts exams, and failed to make progress on the state's English language proficiency exam (AB 2193, Lara). Although STEM Prep ES only serves grades TK/K through 5 and will not officially enroll any designated LTELs, the school closely monitors the progress of every EL.

When a student fails to make sufficient progress toward reclassification, the EL Coordinator and classroom teachers work together to identify the underlying causes. They determine the most effective support strategies for that student moving forward. STEM Prep ES prioritizes resources—such as targeted ELD curriculum—for students at risk of becoming LTELs. The school also informs students and parents of the risks associated with LTEL status, the barriers to reclassification, and the specific actions they can take to overcome those barriers.

Section 1.24 Meeting the Needs of All Students - GATE

STEM Prep ES is committed to meeting the needs of students achieving substantially above grade level and those identified as Gifted and Talented (GATE). STEM Prep ES uses a multi-faceted approach to identify GATE students. At the beginning of each school year, all new students undergo initial diagnostic exams (e.g. iReady). Students identified as exceeding grade level standards are able to continue to accelerate learning through the instructional approach and model at STEM Prep ES.

The instructional model at STEM Prep Schools allows all learners to excel and advance. The inquiry based model relies heavily on data collection and that data is used by teachers to determine the appropriate acceleration for each student. Our model is grounded in inquiry and places the heavy cognitive load on the student, while the teacher acts as the facilitator. This instructional approach allows all students, including students who have been identified as GATE, to be challenged and to accelerate learning. Teachers work with the school leaders in creating appropriate differentiation of the core curriculum within each classroom for these students. This can include opportunities for students to complete leveled practice, participate in centers to practice content above grade level, and flex grouping. This type of differentiation is at an appropriate level to challenge GATE and high achieving

students. This is individualized based on each student's data; including teacher created assessments, benchmarks, and standardized tests.

The Principal monitors the academic progress of all identified GATE students through regular, individualized data reviews, including teacher-created assessments and benchmark results (e.g., iReady). This monitoring ensures that GATE students continue to be appropriately challenged and make consistent academic growth. The Principal serves as the designated onsite contact for parents to discuss GATE programs and their child's progress.

Section 1.25 Meet the Needs of All Students - Students Performing Below Grade Level

At the start of the year, students take the iReady benchmark assessment in math and ELA during the first few weeks. Teachers also assess reading fluency and identify potential reading difficulties using Amira and DIBELS. This data helps teachers and administrators pinpoint students who perform below grade level.

All students who struggle to master grade-level content receive targeted support designed to accelerate their learning. These supports include small group instruction, centers tailored to specific needs, differentiated materials and instruction, and 1:1 assistance. During math and ELA blocks, teachers also use programs like Quill, Amira, Accelerated Reader, iReady personalized instruction, and Zearn to build fluency.

Students who need more intensive intervention enroll in dedicated classes and receive additional instruction through after-school programming. Families gain access to resources that help students build reading, writing, and math fluency at home, including the iReady Family Portal, Accelerated Reader, and Zearn.

STEM Prep ES uses a standards-based grading approach, which gives teachers real-time visibility into students' mastery of grade-level standards and Learning Targets. Teachers review gradebook data during biweekly grade-level meetings and use it to make instructional decisions. Throughout the year, they continuously monitor progress using grades, formative and summative assessments, and benchmark scores. If a student fails to make meaningful progress despite these interventions, the school may refer them to the SSPT process.

Section 1.26 Meet the Needs of All Students - Socioeconomically Disadvantaged / Low Income Students

STEM Prep ES identifies students as socio-economically disadvantaged or low-income based on the information parents provide in the federal lunch application. Each year, families complete a new application for the National School Lunch Program. Those who report earnings below the income eligibility threshold receive classification as socio-economically disadvantaged or low-income.

We expect that approximately 95% of STEM Prep ES students qualify for free or reduced-price lunch. Instructional strategies that support low-income students align closely with those used for all students—emphasizing expert teaching, personalization, and individualized instruction. To close the achievement gap many disadvantaged students face, STEM Prep offers small class sizes, instructional aides to support

interventions, dedicated reading and math support classes, and after-school tutoring. We monitor student progress through benchmark assessments, state testing, and class grades.

To address the specific needs of low-income students, STEM Prep ES shares resources with families for accessing free or reduced medical, vision, dental, and mental health care. Upon enrollment, parents receive forms to enroll their children in our after-school program. STEM Prep ES runs a comprehensive after-school program that extends to 6:00 PM, providing students of working parents with a safe environment and access to clubs and activities such as gardening, sports, and the arts. This program is free of charge and includes a free supper for all participants.

When students lack access to recreational reading materials or technology at home due to economic barriers, STEM Prep ES encourages them to stay after school to use computers and borrow books from classroom libraries. Our parent outreach efforts accommodate families with demanding work schedules and multiple jobs, ensuring access and support remain inclusive.

Section 1.27a Meeting the Needs of All Students - Students with Disabilities

STEM Prep ES implements a full-inclusion model to support all students with disabilities, regardless of classification, need, or severity. We provide both push-in and pull-out services to ensure students receive individualized instruction while remaining integrated with their general education peers as much as possible.

Our Special Education team includes three Resource Specialist Teachers (RSTs), one of whom holds a Moderate/Severe credential, a Designated Instructional Services (DIS) counselor, a School Psychologist, and a Behavior Specialist. This multidisciplinary team collaborates closely with general education staff to deliver high-quality instruction and supports tailored to each student's Individualized Education Program (IEP).

All teachers receive training in Universal Design for Learning (UDL) and other research-based methods to differentiate instruction for diverse learners, including students with disabilities. Teachers receive a student "passport" for every student on their roster with a disability. These passports outline key information such as the student's disability classification, IEP goals (including English Language Development goals for dually classified students), required classroom accommodations, and testing supports.

Instructional coaches and the Director of Special Education partner with teachers to plan lessons that meet IEP requirements and ensure accommodations are in place. Together, they review student progress, adjust strategies as needed, and build instructional plans that are rigorous, inclusive, and standards-aligned.

Students with disabilities who are significantly behind in reading receive intensive support through Wilson Reading, a structured literacy program designed to help close foundational reading gaps. Additional support structures—including small group instruction, behavioral interventions, and counseling—are embedded throughout the school day and after school.

STEM Prep ES remains committed to ensuring every student, including those with disabilities, accesses the full educational program and achieves academic growth within a supportive, inclusive community.

Section 1.27b Meeting the Needs of All Students - Foster and Homeless Youth

STEM Prep ES offers a range of supports for students with extraordinary needs, including foster youth and homeless students. The Principal serves as the designated liaison for both student groups and is responsible for monitoring their performance and progress throughout the year.

The school implements an extensive intervention program that provides multiple levels of support depending on the needs of the student. This includes access to on-site counseling as well as referrals to external mental health providers and community-based resources.

STEM Prep ES identifies foster youth through a screening process that considers several factors: visits from social services, enrollment by someone other than a parent or guardian, or known placements in group homes. Foster youth who struggle academically—reflected in poor grades, difficulty understanding content, or incomplete assignments—may be referred to the Student Support and Progress Team (SSPT) to determine appropriate individualized supports and interventions. If emotional concerns arise, STEM Prep ES provides access to counseling services or refers students to free or low-cost mental health clinics.

Homeless students are identified primarily through the enrollment forms families complete at the time of registration. The school also monitors for signs such as sudden declines in academic performance, signs of hunger, or fatigue. When a student or family indicates they are experiencing housing instability, STEM Prep ES immediately informs them of their rights under the McKinney-Vento Homeless Assistance Act and ensures all legally required supports are in place.

All students—including foster youth and homeless students—are monitored for progress through performance on state assessments (e.g., CAASPP, CAST, ELPAC), internal benchmark assessments (e.g., iReady, DIBELS/DRA for TK–1), and classroom grades. Continued support and intervention are guided by student performance on each of these indicators.

STEM Prep ES remains committed to creating a supportive, inclusive, and legally compliant environment that addresses the academic and social-emotional needs of foster and homeless youth.

Section 1.28 For CDE-identified “High Performing” Charter Schools

Not applicable

Element 2 and 3 – Measurable Pupil Outcomes and Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Section 2.1 Measurable Goals of the Educational Program

Please see Element 1, The Requirements Of California Education Code § 47605(B)(5)(A)(ii) and the completed LCFF State Priorities Table.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Section 2.2 Performance Targets Aligned to State Priorities

Please see Element 1, The Requirements Of California Education Code § 47605(B)(5)(A)(ii) and the completed LCFF State Priorities Table.

Section 2.3 Annual Measurable Goals for Each Grade Not Participating in CAASPP

Please see Element 1, The Requirements Of California Education Code § 47605(B)(5)(A)(ii) and the completed LCFF State Priorities Table.

Section 2.4 Other Performance Targets

Not applicable.

Section 2.5 Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

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

STEM Prep ES administers screeners and benchmark assessments to determine baseline data for students and measure their progress throughout the year. In addition, teachers also use a range of classroom formative assessments throughout the year to make instructional decisions. This includes curriculum assessments, exit tickets, and project based assessments.

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

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

- Diagnostic and Initial Exams: All students take the iReady benchmark assessment in ELA and math in the Fall. This data is used to help teachers create initial goals, plan interventions and instruction, and monitor progress throughout the school year. Additionally, students in Grades K-2 take the Amira reading screener within the first few weeks of school to assess for any reading difficulties. Finally, teachers administered diagnostic assessments through our curriculum providers for math and ELA to determine any gaps in knowledge and prerequisite skills and content needed to access grade level standards. **Annually**
- State-Required Tests: All state required tests for applicable grade levels including CAASPPs (ELA, Math) California Science Test (CAST), California Alternative Assessment (CAA), Physical Fitness Test (PFT) and ELPAC (for English Language Learners). **Annually**
- Traditional Classroom Assessments: Quizzes, essays, projects and presentations (publisher and teacher-designed). **Some Weekly, Some Monthly**
- Formal Interim Assessments: Common standards-based formative assessments including iReady Assessments in math and ELA, aligned to standards, for each major academic content area. **Beginning, Mid-Year and End-of-Year.**

Section 2.6 Data Analysis and Reporting

STEM Prep ES uses various forms of data to inform curriculum decisions, drive instruction, and determine intervention and enrichment for students. STEM Prep ES uses the following data sets:

- Standards Based Grading Gradebook Data (PowerSchool)
- iReady and Benchmark Data
- Curriculum Unit Assessments
- ELPAC Data
- CAASPP, CAST Data

STEM Prep ES downloads results of various assessments into our internally created testing and student data dashboard platform. Downloading comes in the form of automatic population from digitalized tests, or user-entered data from classroom assessments. Users can disaggregate the data in many useful ways, giving teachers and administration the ability to identify areas of strengths and weaknesses in individuals, subgroups, grade levels or a student body as a whole. School leaders, including the CAO, monitor student achievement data for teacher coaching and development, including determining professional development needs. The Principal reviews student achievement data with teachers one-on-one at least quarterly. This data is compiled and key findings are brought before the staff and board during professional development time and board meetings, respectively. Data is a key component in annual goal setting and resource allocation as part of the annual LCAP process, as well as individual teacher goals for the year.

STEM Prep ES uses data to determine the effectiveness of curriculum and supplemental resources used in the classroom. Leaders and teachers analyze student achievement data to determine if the adopted resources are effective and contributing to student growth and achievement.

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

STEM Prep ES staff takes information learned from the data, and adjusts their lessons accordingly, understanding which standards need to be reviewed or presented in a different way, and which standards the students have mastered. The results of the data also enable teachers to provide students with individualized practice opportunities, either in class or during tutoring hours.

Grading, Progress Reporting and Promotion/Retention

Section 2.7a-b Grading and Progress Reporting

Student progress reports and report cards are an important record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Because of STEM Prep ES's commitment to standards-based grading, student assessment through the grading process is correlated

to proficiency levels on the California Content Standards. Student progress reports and report cards create a succinct written record of student performance by compiling data from multiple assessments. Progress reports/report cards are one of several ways to keep parents, faculty, administration and Board members informed about student performance, and ensure that data collection is regular and consistent. Additionally, student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Progress report/report cards are distributed eight times a year (every five weeks) – our policies on grading and assessing student progress are included below.

The school also provides a variety of opportunities for parents and teachers to meet and discuss student progress. The annual School Accountability Report Card (SARC) will be prepared each year by February 1 as required, and posted to the school’s website. The Board also reviews student achievement results annually to determine its own performance and to measure the school’s progress toward annual goals.

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

STEM Prep Continuous Learning Tip Sheet

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

Policy:

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

- o Meant to help students master specific learning targets
- o Differentiated and based on student needs (leveled)

Section 2.7c Promotion/Retention

STEM Prep ES expects students to progress through each grade level within one school year. To accomplish this, teachers adjust instruction depending on the needs of students. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards. When high academic achievement is evident, the principal may recommend a student for acceleration into a higher grade level. The student's readiness is taken into consideration in making a determination to accelerate a student. The principal and the student's teacher(s), in consultation with the parent or guardian, determine if the student shall be accelerated.

STEM Prep ES believes that students must have demonstrated the ability to progress academically in order to be advanced to the next grade in school. When student advancement is questionable, retention may be an appropriate option. The Principal will make all retention decisions; their decision is final.

1. The decision to retain:

- a. Shall be discussed with the parents or guardians by March;
- b. After the student has been placed on an SSPT and at least two SSPT meetings have been held;
- c. After all possible accommodations or supports have been exhausted and special education is ruled out.

2. If a student is at risk of retention, a retention conference must be held. The retention conference will:

- a. Include the following participants: a classroom teacher; principal; special programs staff, where appropriate; and parents or guardians, if possible;
- b. Upon request of the principal, the Chief Executive Officer may waive the requirement in b. above.
- c. Establish instructional goals for the student for the following school year.

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

- A. Failure in one or more classes
- B. Chronic absence
- C. Scoring below proficiency on standards based assessments
- D. Scoring below grade level on reading assessments
- E. Below proficiency on California standardized assessments
- F. Below grade level on i-Ready or DIBELS assessments

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Section 4.1 Governance Structure

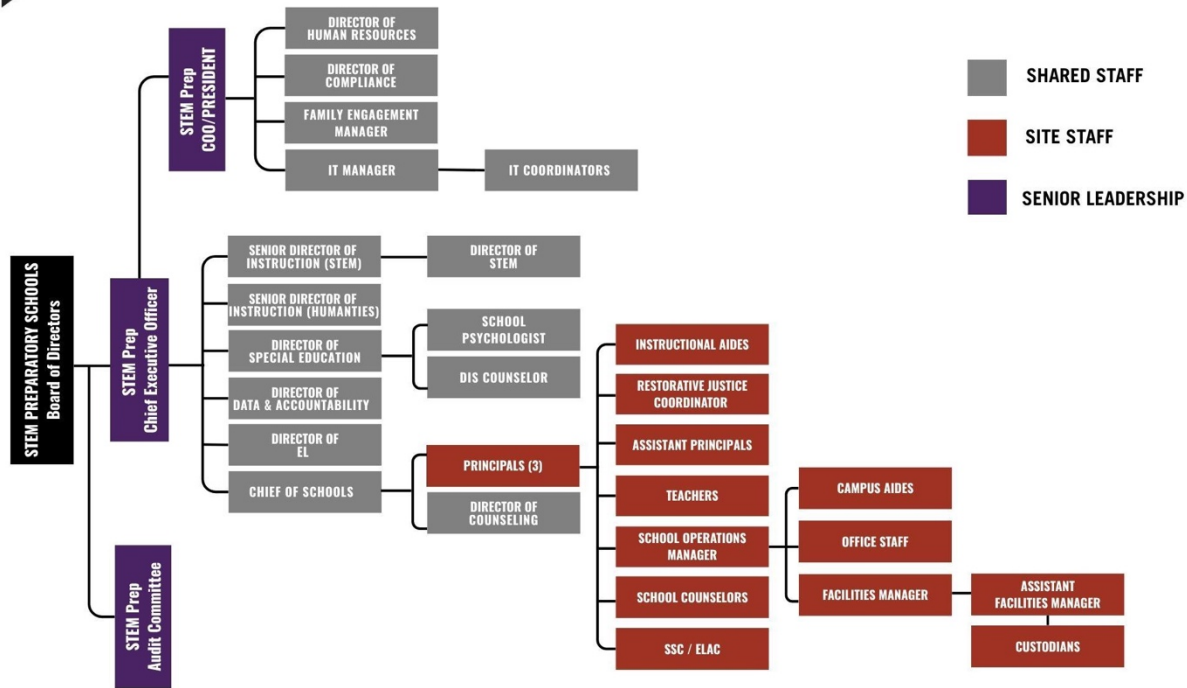
STEM Prep Elementary is a direct-funded, independent charter school operated by STEM Preparatory Schools, Inc. (STEM Prep), a California Non-Profit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS. The Charter School is governed by STEM Prep’s Board of Directors (“Board,”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

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

Section 4.1a Organization Chart



STEM Preparatory Schools Organizational Chart Academic Year 2025-26



Section 4.1b Major Roles and Responsibilities

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

- Hire and evaluate the CEO and President/COO
- Approve all contractual agreements and purchases over \$100,000. The President/COO must approve all invoices and purchases for \$100,000 or less.
- Approve and monitor the implementation of general policies of SPES.
- Develop and monitor an operational business plan that focuses on student achievement.
- Approve and monitor SPES's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of SPES in accordance with its laws and the receipt of grants and donations consistent with the mission of SPES and the establishment of investment procedures.
- Contract with an external auditor by March 1 of each year to produce an annual financial audit according to generally accepted accounting practices.
- Regularly review progress of both student and staff performance.
- Develop, review, or revise SPES's accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.

- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

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

Chief Executive Officer (CEO)

The CEO, in consultation with the President/COO, leads a team of highly effective chiefs, directors, and principals to establish and implement the priorities, goals, culture, core values, and instructional vision for STEM Prep's schools.

President and Chief Operating Officer (President/COO)

The COO is responsible for the fiscal and operational functions of the school, in collaboration with the school site Principal and CEO.

Chief of Schools

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

Principal

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

Section 4.2 Governing Board Composition and Member Selection

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

Board of Directors - The STEM Prep Schools Board of Directors currently consists of:

Carmen Vazquez, Chair: Ms. Vazquez is a seasoned educator with extensive experience in leadership coaching, public charter school administration, and teaching in culturally diverse settings. Currently serving as the Chief Academic Officer at Value Schools, she oversees academic programs and drives student success across the organization. Additionally, she coaches educational leaders through TNTP, helping them implement strategies for improving student outcomes. Her leadership journey includes founding and leading Alliance Ted K Tajima High School, where she developed programs that made the

school one of the top performers in LAUSD. She also served as Assistant Principal at Alliance Dr. Olga Mohan High School, refining her skills in school administration. Before her roles in school leadership, Mrs. Vazquez taught Spanish Immersion Social Studies at John Adams Middle School in Santa Monica. She holds a bachelor's degree from National University, a master's degree in education from Pepperdine University, a master's degree in educational leadership from Loyola Marymount University, and is a Relay Fellow.

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

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

Desmond Lovell, Board Secretary: Desmond R. Lovell ("Des") Desmond Lovell is a strategic corporate finance executive with 20 years of experience in Public Education and Financial Services. Mr. Lovell currently serves as the Vice President of Finance at IPS-Florida, the Florida affiliate of Texas-based IDEA Public Schools. IPS-Florida operates six schools serving approximately 6,000 students in Jacksonville and Tampa under the Florida Department of Education's Schools of Hope Program.

Prior to joining IPS-Florida, Mr. Lovell served CFO of California College of ASU, an accredited non profit college and affiliate of Arizona State University. Mr. Lovell has more than ten years of financial leadership in the charter school sector serving the communities of East and South Central communities of Los Angeles; six as Vice President of Finance for Alliance College-Ready Schools with 25 schools serving 12,000 scholars and four as the Director of Finance for Green Dot Public Schools with 25 schools serving 15,000.

Prior to his career in charter schools, Des held various corporate finance & investment banking positions at leading financial institutions including JP Morgan, Barclays Capital and GE Capital where he led over 60 complex debt and equity financings for both large and small companies. Des received his MBA from Harvard Business School and his BBA-Finance from Howard University. Mr. Lovell is an active board member with three non profit organizations dedicated to serving young adults from under-resourced communities, STEM Prep Schools, First Place for Youth and Skill Up.

Deisi Cruz: Ms. Cruz grew up in the Koreatown area of Los Angeles and is an alumna of Math and Science College Prep. She graduated with honors from UC Berkeley's Haas School of Business and currently serves as a Senior Marketing Operations Coordinator at Crooked Media, a leading progressive media

company focused on advancing social and political change. At Crooked, she has led key initiatives such as launching the company's subscription service, securing billboards in Los Angeles and Times Square, and managing strategic partnerships with major platforms. Her work is guided by a passion for diversity, real impact, and giving back to the community.

Guillermo Lopez: Mr. Lopez brings over 20 years of diverse educational experience from TK to Higher Education. As a Los Angeles native, he has dedicated his career to serving the communities he calls home. His extensive background includes roles as a math teacher across elementary to high school levels, an adjunct math professor in the Los Angeles Community College District, a district-level math specialist/director, math research associate at West Ed, and a school administrator. Guillermo's expertise lies in working with multiple educational stakeholders to create systemic bridges between rigorous instruction, research-based practices, and socio-emotional learning. He is passionate about providing equitable access and quality education for historically marginalized and underserved student populations. His academic achievements include a BS in Mathematics from UCLA, an MS in Math Education from Stanford University, and an MS in Educational Evaluation and Data Analysis from Claremont Graduate University and is currently pursuing a PhD focused on K-12 STEM Educational access at Claremont Graduate University.

Criteria and Process for Selecting Board Members

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

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

Section 4.3 Governance Procedures and Operations

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, typically monthly. Regular meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with the Brown Act, and agendas for such meetings will be publicly posted in Los Angeles County and made available on the Charter School's website, at least seventy-two (72) hours prior to the meeting. Such notices will indicate the location, date and time of the meeting.

Meetings of the Board 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 the same may be modified from time to time ("Brown Act")), and shall occur within the jurisdictional boundaries of Los Angeles County. The Board 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.

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

Minutes for regular and special meetings record all actions taken by the Board of Directors. Minutes of the previous meeting are included in the following month's agenda and all recorded minutes are accessible on the STEM Prep Schools' website, as well as being archived; they are also available to the public upon request by contacting the Charter School's main office.

The Board has only one standing committee, the Audit Committee.

The Governing Board of Directors' annual calendar of meetings is adopted at the board's annual meeting, which usually occurs in June.

Section 4.4 Governing Board's Decision-Making Procedures

All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum, the minimum number of Directors who must be present at a properly called meeting in the Board's name. A majority of Directors then in office (but no fewer than two Directors or one-fifth of the authorized number of directors, whichever is greater) shall constitute a quorum for the transaction of business. Directors may abstain from a vote.

A Board member may participate in a meeting by teleconference, if the following requirements are met: the Board holds a roll call vote for each action item; the agenda identifies the teleconference location(s); the agenda is posted at all teleconference locations; each teleconference location is accessible to the public; the public may address the Board directly at each teleconference location; and a quorum of the Board is physically present in Los Angeles County.

Section 4.5 Stakeholder Involvement

STEM Prep Elementary School (SPES) is committed to fostering a strong culture of shared leadership and community involvement. The school engages families, teachers, staff, administrators, and students as valued partners in shaping the educational program, governance, and continuous improvement of the school. Parents and staff play active roles in school governance through participation in School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the SPES Parent Organization, all of which follow inclusive selection and operating procedures to ensure representative input.

School Site Council

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

The SSC is comprised of one teacher from each grade level, one parent/guardian from each grade level, and the school Principal. Additionally, a student representative attends. The SSC reports to the Board of Directors and the CEO. The school site council meets at least 4 times a year. Parents volunteer to serve

on the school site council. If more than one parent volunteers per grade level, the parents vote for a representative.

English Learner Advisory Committee

Whenever the population of English learners at SPES exceeds 20, SPES will maintain an English Learner Advisory Committee (“ELAC”). Parents/guardians of EL students will elect the parent members of the ELAC annually. The ELAC will advise the SPES Principal on English learner programs and services.

Volunteering

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

LCAP and Educational Program

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

SPES holds multiple annual forums—including Back to School Night, Coffee with the Principal, family workshops, and LCAP-specific meetings—to solicit input on the Local Control and Accountability Plan (LCAP) and its annual updates. Through surveys, town halls, and advisory groups, families and staff help co-develop goals, monitor progress, and ensure that services reflect community needs. SPES further enhances transparency and accessibility through its regularly updated website, which houses essential documents, meeting agendas, family resources, and announcements in multiple languages. In all aspects, SPES prioritizes inclusive, responsive engagement as foundational to its mission and success.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Section 5.1 and 5.2 Employee Positions and Qualifications

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

The leadership team of STEM Schools consists of experienced leaders, many of whom have been with our organization for over a decade.

Janette Rodriguez-Pack, Chief Executive Officer

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

Eric Barlow, President and Chief Operating Officer

As President and Chief Operating Officer of STEM Preparatory Schools, Mr. Barlow oversees all aspects of STEM Prep operations including compliance, human resources, facilities, technology, communication, finance, governance, risk management, and student data. Mr. Barlow graduated from the Engineering School at Cornell University and received his Master's in Teaching from Pace University. Mr. Barlow began his career teaching 7th grade math in Brooklyn, NY, and in 2009 became Director of Operations for the Alliance College-Ready Public Schools, a network of charter schools in Los Angeles which grew from 11 to 21 schools during his tenure. Mr. Barlow was part of the founding team of MSCP in 2013 and led the merger with CPA in 2015 and the opening of SPES in 2018.

Home Office Leadership

Chief Executive Officer

Responsibilities:

- Lead the development and maintenance of the vision and culture of the schools
- Lead the development of the schools' goals consistent with STEM Prep's priorities, mission, and core values with input from the President
- Develop the schools' overall talent strategy
- Coach and manage the schools' instructional leadership team
- Lead recruitment and selection for all instructional roles with input from other relevant STEM Prep leaders
- Establish career paths for teachers and leaders to grow and develop
- Serve as the public face of the schools for families
- Oversee the implementation of a legally compliant Special Education Program and English Learner Program
- Implement a leadership development program and leadership training for emerging leaders
- Lead the development of systems for ongoing feedback and coaching for instructional staff
- Ensure the implementation of Ed Code and other legal requirements related to the schools' instructional program
- Make decisions about legally complex issues impacting the schools with support from the President
- Recruit board members to fill vacant board seats as needed with support from the President
- Collaborates with the President/COO to jointly accomplish the following responsibilities:
 - Serve as the face of the schools externally, including with donors, authorizers, and facilities partners, and manage the schools' overall image and brand
 - Support the President to ensure that the schools operate in a manner that is operationally, financially, and legally sound
 - Support the President to ensure that resources are allocated in a way that is consistent with the schools' priorities, mission, and core values
 - Support the President to ensure that the board has access to the data needed to make well-informed decisions about academic, financial, and operational issues impacting the schools
 - Support the President to oversee organizational HR policies and protocols

Required Qualifications:

- Experience in managing and leading a high performing organization

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

Preferred Qualifications:

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

President and Chief Operating Officer

Responsibilities:

- Ensure that the schools operate in a manner that is operationally, financially, and legally sound with support from the CEO
- Ensure that resources are allocated in a way that is consistent with the schools’ priorities, mission, and core values with support from the CEO
- Coach and manage the schools’ operations leadership team
- Lead recruitment and selection for all operational (non-instructional) roles with input from other relevant STEM Prep leaders
- Establish career paths for non-instructional staff members to grow and develop
- Lead student recruitment outreach efforts for the schools
- Lead authorization processes, including the charter renewal process for the schools
- Lead the annual budgeting process
- Lead the schools’ facilities strategy, and manage facilities acquisition and renovation/tenant improvements
- Lead STEM Prep’s development efforts to fund the schools
- Represent and advocate for the schools in strategic district/authorizer communications
- Ensure that the board has access to the data needed to make well-informed decisions about academic, financial, and operational issues impacting the schools with support from the CEO
- Oversee organizational HR policies and protocols with support from the President
- Collaborate with the CEO to jointly accomplish the following responsibilities:
 - Serve as the face of the schools externally, including with donors, authorizers, and facilities partners, and manage the schools’ overall image and brand
 - Support the CEO in the development of the schools’ goals consistent with STEM Prep's priorities, mission, and core values
 - Support the CEO in the recruitment of board members to fill vacant board seats as needed
 - Support the CEO to make decisions about legally complex issues impacting the schools

Required Qualifications:

- Candidates must have a Bachelor’s degree (an MBA, MPA, or other relevant advanced certification preferred)
- Urban and/or charter school operations experience, ideally including experience directly managing school operational, financial, and/or facilities teams

- Deep experience with operational systems, financial systems, and facilities maintenance
- Demonstrated ability to manage multiple projects and tasks; create, manage, and arrange priorities; and maintain focus in a fast-paced environment
- Demonstrated ability to be proactive and take initiative
- Excellent interpersonal, oral, and written communication skills

Chief of Schools

Responsibilities:

Managerial Leadership and Team Development

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

Educational Leadership & Academic Support

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

Required Qualifications:

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

- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders

School Site Staff

Principal

Responsibilities:

Student Performance

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

STEM Prep Leadership

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

Instructional Leadership

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

Required Qualifications:

- California credential in Teaching, Pupil Personnel Services, or Professional Administrative Services or equivalent
- At least 5 years of experience in the education field
- Minimum of three years of teaching experience
- Proven experience as an instructional leader
- Demonstrated experience using technology in the classroom
- Proven success with raising academic achievement with a diverse student population
- Demonstrated experience using data-driven instructional systems

- Experience supervising and evaluating staff
- Familiarity with California Department of Education rules and regulations
- Experience managing school budgets
- Visionary leadership and a passion for education reform
- Ability to form productive relationships with a highly diverse group of students, families, and staff
- Desire to be held accountable for school performance
- Interest in and knowledge of the evolving education technology market
- Excellent communication and organizational skills
- Entrepreneurial spirit with an ability to thrive in a start-up environment
- Charter school experience preferred
- Familiarity with California state standards and assessments preferred
- Ability to speak multiple languages preferred (Spanish)
- Familiarity with the proposed area for the school preferred

Assistant Principal

Responsibilities:

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

Required Qualifications:

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

Teacher

Teachers are generally responsible for lesson planning, instruction, class attendance reporting, and all other typical duties of an Elementary teacher. Additionally, Teachers must have a strong belief and commitment to the STEM Prep Schools, Inc. mission and vision. Teachers will implement the curriculum and assessment programs and work to ensure students have mastered the content, employing a growth mindset for both self and students. Teachers will report directly to the Principal.

Responsibilities:

- Teaching and Learning
- Maintain and enrich expertise in the teaching subject area
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- As appropriate, differentiate curriculum to meet the needs of all students
- Present weekly lesson plans to the Principal
- Provide direct and indirect instruction
- Long and short-term planning addressing individual needs of students
- Prepare students adequately for all required assessments, including providing tutoring
- Evaluate students' progress
- Develop and sustain strong relationships with parents
- Communicate effectively, respectfully, and consistently with parents
- Maintain updated student grades to provide at least quarterly student progress reports to parents
- Attend scheduled parent conferences during the school year, might require to stay after school hours
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Accept and incorporate feedback and coaching from administrative staff
- Serve as an advisor to students, including organizing advisory groups, overseeing their academic and behavioral progress
- Create, monitor, and sustain a school culture of high-expectations

Required Qualifications:

- Bachelor of Arts or Science degree
- A California Multiple or Single Subject Teaching Credential or have an Intern Credential
- Authorization to teach English Language Learners (required type of EL authorization dependent on teaching course load)
- An Emergency Teaching Permit (Provisional Intern Permit or Short Term Staff Permit) with the intention of completing a California Multiple Subject or Single Subject Teaching Credential through an accredited university within 1 calendar year
- Demonstrated subject area competence in each of the academic subjects in which the teacher is assigned to teach

Knowledge, Skills, and Abilities

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint)
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators
- Analytical and problem-solving skills
- Ability to learn quickly
- Flexibility to adapt to changing environments
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education

Restorative Justice Coordinator

The Restorative Justice Coordinator (RJC) is responsible for planning, implementing, and overseeing restorative justice programs and initiatives at the school site. This role plays a critical part in facilitating constructive communication and resolution processes to address conflicts, harm, and wrongdoing while upholding the principles of restorative justice. The Restorative Justice Coordinator will work closely with staff, community members, and relevant stakeholders to build and maintain a supportive and healing environment.

Essential Job Functions

- **Restorative Justice Program Development:**
 - Develop, implement, and maintain restorative justice programs and practices in accordance with the organization's mission and values.
 - Collaborate with key stakeholders to assess the needs of the students and community and adapt programs accordingly.
 - Ensure that all restorative justice programs are consistent with best practices and meet relevant legal and ethical standards.
- **Facilitation and Mediation:**
 - Conduct restorative justice circles and conferences to address conflicts and harm within the organization or the community.
 - Provide mediation and facilitate dialogues between affected parties, fostering communication and empathy.
 - Support victims, offenders, and community members through the restorative justice process.
- **Training and Education:**
 - Provide training and education on restorative justice principles and practices to staff, volunteers, and community members.
 - Develop and deliver workshops, seminars, and materials to increase awareness and understanding of restorative justice.
- **Documentation and Reporting:**
 - Maintain accurate records of restorative justice cases, including participant information, outcomes, and feedback.
 - Prepare regular reports on program effectiveness, impact, and areas for improvement.

Required Qualifications:

- Prior experience in restorative justice, conflict resolution, mediation, or related fields.
- Strong understanding of restorative justice principles and practices.
- Excellent communication, facilitation, and conflict resolution skills.
- Cultural competence and the ability to work with diverse populations.
- Strong organizational and record-keeping abilities.
- Commitment to upholding ethical and confidentiality standards.
- Proficiency in using relevant software and tools for data management.

Preferred Qualifications:

- Bachelor's degree in social work, criminal justice, psychology, or a related field
- Certification in restorative justice facilitation or mediation
- Experience in program development and management.

School Psychologist

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

Responsibilities:

- Maintain compliance with District policies and procedures and provisions of the Modified Consent Decree
- Coordinate and implement staff development activities for Charter Schools and designated instructional service (DIS) Support staff as directed
- Act as liaison with LAUSD, Charter schools, and the Los Angeles Department of Mental Health
- Maintain assessment activity reports and Welligent Service Tracking system; and assist schools that are preparing for compliance reviews with assessment issues
- Conduct assessment for psycho-educational evaluation referrals
- Serve as a member of a crisis team to assist in crisis situations at all STEM Prep Schools

Required Qualifications:

- Bachelor of Arts or Science degree
- General Pupil Personnel Services Credential authorizing services as a school psychologist
- State Licensure or National Board Certification in the area of School Psychology
- At least one school year of completing an educational psychology internship

Designated Instructional Service (DIS) Counselor

The DIS and Transition Counselor provides social-emotional support for students as well as providing targeted transition support for students with IEPs at SPES.

Social-Emotional (DIS):

- Develop lessons that address students needs and support them in meeting their social-emotional goals
- Consult and collaborate with teachers to ensure appropriate accommodations are being implemented
- Provide weekly service minutes and document them in Welligent by the end of the workday every Friday
- Submit service action plan for services in Tier 1 to the Director of Special Education for review as needed
- Participate in weekly professional development session at either school site
- Collaborate with site leaders to develop ongoing professional development sessions that address students social-emotional need
- Seek professional development opportunities with outside organizations

Transition:

- Collaborate with the resource teacher to develop lessons that address students' education

- Schedule college presentations to inform students of the accommodations available in the college
- Coordinate the request for accommodations for the SAT/AP/ACT tests as well as scheduling of the test administration
- Attend transition IEP meetings at our sister schools to support in the student's successful transition from SPES to CPA and CPA to MSCP as needed

Required Qualifications:

- Bachelor of Arts or Science degree
- Valid Pupil Personnel Services credential
- Experience in TK-12 curriculum and instruction, including classroom teaching experience, is required; school leadership is a plus
- Experience hiring and supervising others is a plus
- Experience in after school programming, athletics, enrichment, and/or other places of learning outside of the classroom is a plus
- Experience in after school programming, athletics, enrichment, and/or other places of learning outside of the classroom is a plus
- Ability to design, plan for, and implement academic and enrichment programs for students
- Ability to read, interpret, apply, and explain rules, regulations, policies, and procedures
- Strong interpersonal skills, with the ability to work effectively with students, families, team members, and school site leaders to achieve results.

School Counselor

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

Responsibilities:

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

Required Qualifications:

- Bachelor of Arts or Science degree
- Valid Pupil Personnel Services credential
- Proficiency with technology
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Demonstrated success with similar populations

Preferred Qualifications:

- Two or more years of prior counseling experience strongly
- Bilingual/Spanish skills

Instructional Aide

The instructional aide supports and assists teachers with in-class instruction, run small groups, and one-on-one instruction, supporting students who have been identified as at-risk of not meeting challenging state standards, specifically EL and Special education students. Assist with campus supervision during arrival, passing periods, nutrition, lunch, and dismissal. Serve as a substitute teacher as needed (if qualified).

Responsibilities:

- Work with students in grades TK-5
- Support small group or 1:1 instruction of students who have been identified as at-risk of not meeting challenging state standards
- Assist other school staff with supervision of students
- Perform related duties as assigned.

Qualifications:

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A high school diploma or equivalent is required. Passing CBEST score and valid teaching credential required to serve as substitute teacher.

Knowledge, Skills, and Abilities

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint)
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators
- Analytical and problem-solving skills
- Ability to learn quickly
- Flexibility to adapt to constantly changing environments
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education

Campus Aide

The Campus Aide job is to assist in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on the school campus; modeling appropriate behaviors and interactions with students and staff. The Campus Aide will report to the School Operations Manager.

Responsibilities:

Patrols school corridors, locker rooms, rest rooms, assembly and athletic facilities, gymnasiums, bus-loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.

- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property
- May work with groups authorized to be on the campus before and after school and keep the

campus free of unauthorized persons

- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups
- May assist a certificated employee in supervising students during field trips and special events
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs
- May deliver, set up, lay out, or collect equipment and other materials

Qualifications

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A high school diploma or equivalent is required.

Knowledge, Skills, and Abilities

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint)
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills
- Ability to learn quickly
- Flexibility to adapt to constantly changing environments
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education

School Operations Manager

The School Operations Manager will support the day-to-day financial and operational activities of SPES. They will have a significant role in creating, refining and implementing policies and systems while upholding the mission and values of the school.

Responsibilities:

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

Required Qualifications:

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

Preferred Qualifications:

- Spanish language skills
- Prior school or non-profit work or volunteer experience

Office Assistant

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

Responsibilities:

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

Required Qualifications:

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

Preferred Qualifications:

- AA preferred
- Prior school administrative experience preferred

Facilities Manager

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

Responsibilities:

- Performs a variety of custodial duties as requested by the school office and teachers
- Participates in the opening and closing of facilities
- Gathers and disposes of rubbish, paper, leaves, and debris, and empties and washes refuse containers
- Moves and adjusts chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings
- Locks and unlocks doors, gates, windows, and storerooms
- Keeps records relative to equipment and furniture; identifies and reports information regarding vandalism, theft, fire damage, and floods, and identifies, records, and reports maintenance needs
- Makes minor repairs to building hardware, plumbing, woodwork, building equipment, and furniture
- Assists in the provision of security for buildings and grounds, contacts the proper authority for assistance as needed, and escorts authorized and unauthorized persons in and from buildings and grounds
- Patrols school corridors, rest rooms, and other campus locations in order to prevent unsafe activities
- Directs students and others and takes action, as necessary, to prevent injury to persons or damage to property
- Works with groups authorized to be on the campus before and after school and helps keep the campus free of unauthorized persons
- Manages outside vendors for repairs and/or maintenance or custodial functions, as needed
- Performs related duties as assigned

Required Qualifications:

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

Assistant Facilities Manager

The assistant facilities manager is responsible for ensuring the overall maintenance and cleanliness of the school facilities. It is the responsibility of the assistant facilities manager to ensure that the facilities are maintained in a condition of operating excellence, cleanliness, and safety. Safety, cleanliness and continued efficiency of operation shall be major goals at all times.

Responsibilities:

- Perform and oversee repair and maintenance of all equipment, buildings and grounds of the district.
- Recommend to the FM the purchase and replacement of maintenance equipment and custodial supplies.
- Ensure that daily maintenance is completed where needed.
- Research, prepare and present price comparisons and specifications of needed custodial supplies.
- Consult the building principal as to needed maintenance.
- Make weekly inspections of all buildings and grounds.
- Maintain necessary records as required.
- Administer the budget for maintenance, grounds, and custodial supplies and equipment.
- Develop and implement a program of preventive maintenance.
- Understand, develop and implement safety procedures.
- Maintain accurate and up-to-date inventory of building furniture, fixtures, and equipment.
- Conduct minor maintenance on building/fixtures/furnishings and cleaning/grounds keeping equipment, when necessary. Ensure the following duties are performed timely: Replace light bulbs and fluorescent lamps; paint interior walls; repair plumbing fixtures, furniture and locks; and make minor cleaning/grounds keeping equipment repairs.
- Maintain a clean, safe, and comfortable school building environment which includes but is not limited to: Clean and disinfects restrooms and drinking fountains; clean cafeteria, gymnasium, classrooms, windows, and hallways; wax, buff, and strip floors; open and close building; conduct building walk-through with health and fire inspectors; regulate heat and air conditioning systems for safe and effective operation; move furniture or equipment within building; set up building areas for special events; dispose of trash, rubbish, and waste following local laws, regulations, and procedures.
- Ensure that a clean and attractive school ground is maintained, which includes but is not limited to: mow grass, rake leaves, trim trees and shrubs; cut weeds; mulch existing vegetation and new plantings; clean drains, curbs, and walkways; check playground equipment for safety.

Required Education and Experience

- Experience in a custodial / maintenance capacity

Information Technology (“IT”) Coordinator

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

Responsibilities:

- Providing leadership in the use of technological delivery systems for instruction
- Providing computer acquisition assistance, network administration, installation and user information, and ongoing user assistance
- Developing a comprehensive technology plan for the school

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

Required Qualifications:

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

Custodian

The custodian is responsible for ensuring the overall maintenance and cleanliness of the school facilities. It is the responsibility of the custodian to ensure that the facilities are maintained in a condition of operating excellence, cleanliness, and safety. Safety, cleanliness and continued efficiency of operation shall be major goals at all times.

Responsibilities:

- Make daily inspections of assigned areas of buildings and grounds.
- Complete daily assigned cleaning tasks in a timely and conscientious manner to ensure a clean, safe, and comfortable school building and grounds environment, which includes but is not limited to: Clean and disinfect restrooms and drinking fountains; clean cafeteria, gymnasium, classrooms, windows, and hallways; wax, buff, and strip floors; open and close building; move furniture or equipment within building; set up building areas for special events; dispose of trash, rubbish, and waste following local laws, regulations, and procedures; mow grass, rake leaves,

trim trees and shrubs; cut weeds; mulch existing vegetation and new plantings; clean drains, curbs, and walkways.

- Maintain cleaning logs as directed.
- Assist the Facilities Manager with repair and maintenance of equipment, building, and grounds.
- Maintain custodial supplies and equipment in an orderly and sanitary manner.
- Recommend to the Facilities Manager the purchase and replacement of custodial supplies
- Understand and implement safety procedures.

Competencies

- Customer Service.
- Communication Proficiency.
- Decision Making and Initiative.
- Problem Solving/Analysis.

Qualifications:

- Experience in a custodial/maintenance capacity
- K-12 Education experience (preferred)

Element 6 – Health and Safety Procedure

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures

- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other

certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

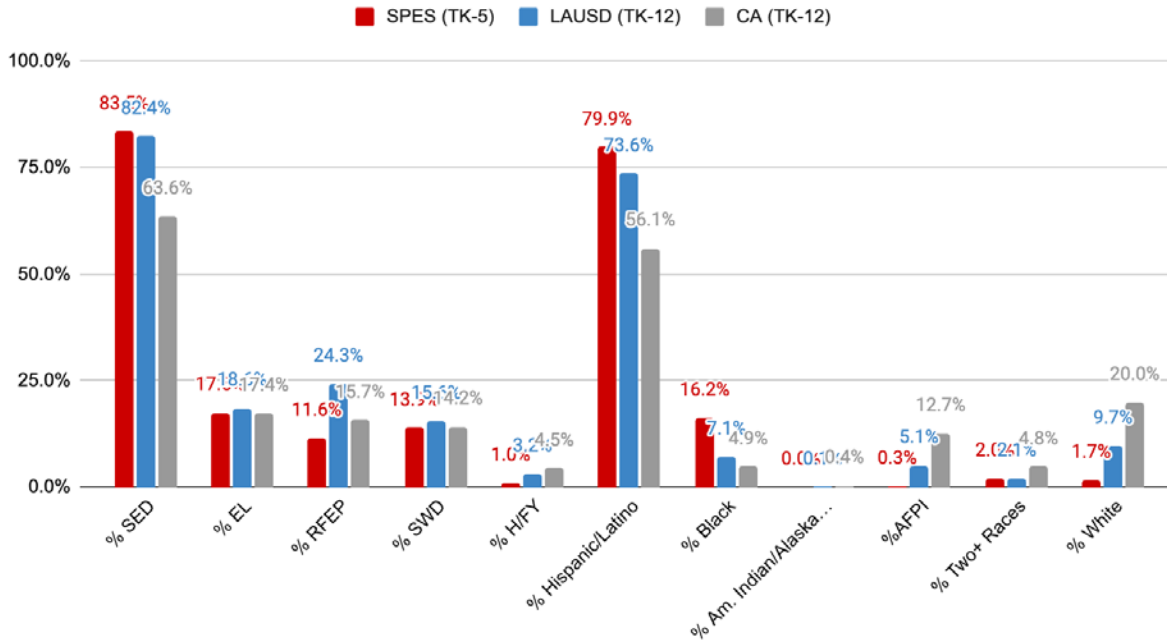
The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains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

Court-Ordered Integration

Section 7.1 SPES’s Plan for Achieving and Maintaining LAUSD’s Goals

SPES is committed to serving all students. SPES also is committed to maintaining a diverse student body and takes steps to achieve a racial/ethnic balance as well as an inclusive population of Students with Disabilities (SWD) and English Learners (EL) at SPES that is reflective of the District and our surrounding community. As illustrated in Element 1, SPES’s enrollment closely mirrors District averages.

2024-25 Demographics



Source: DataQuest, CDE

Recruitment efforts include advertising with flyers, brochures, postcards, door hangers, light pole banners, billboards, informational fairs, church visits, visits to local pre-schools, Open Houses, monthly School Tours, and parent meetings at local schools. Outreach includes distributing flyers and information to community partners, hosting information sessions and open houses, going door-to-door and attending community events to talk to families, and handing out applications. Charter School representatives, speaking both Spanish and English, conduct outreach activities throughout open enrollment. Advertising is also done in Spanish and English. The recruitment strategy of the Charter School targets students directly through after-school programs, community events, summer community outreach programs, and Parks and Recreation programs and activities. The Family Engagement Manager and the Director of Compliance (serving as the Homeless and Foster Student Liaison) also collaborate to enroll students referred by local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for not staying in school.

Following the conclusion of the open enrollment/ application period each year (see Element 8), the CEO and Board will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic, SWD, EL and RFEP balance of students that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

Specific Annual Outreach, Recruitment Activities, Materials, Methods and Language(s)

SPES occasionally conducts media and advertising campaigns in local Spanish and English media. We also use media outlets such as Facebook, Instagram, Twitter/"X", and the STEM Prep Schools (stem-prep.org) and SPES (<https://www.stemprepelementary.org>) website.

Additionally, as needed, SPES hosts an information booth at community events such as local park openings, local sidewalk sales, back to school events, local libraries, open houses at community centers, farmers' markets, high school fairs, Book festivals, sport tournaments at parks and Science, Technology, Engineering, Math (STEM) Events etc. SPES has representatives present at recurring community events such as Taste of Soul, Jazz Night, Summer Movie Nights and street parades during which Charter School representatives have opportunities to personally meet and speak to families about the Charter School and invite them to visit and see the program. Representatives also have hands-on activities for students to do when they come by the booth during events. Prospective students are also invited to special STEM events hosted on campus throughout the school year.

Information sessions may be held monthly in-person and virtually during the open enrollment from December to March 1st of each year.

Section 7.2 The School's Plan for Achieving a Ratio of Students in Special Education and English Learners

While we cannot control the balance of our population due to the lottery for enrollment, we do seek to enroll a diverse population through our outreach efforts, detailed above. SPES's population of 303 students in grades TK-5 is diverse. SPES's student population includes 83.5% who qualify for free or reduced-price lunch, a proxy for student poverty. Our student population is 79.9% Latino/Hispanic and 16.2% African American. Our English Learners are 17.5% of our student body and 11.6% of our students are Reclassified Fluent English Proficient (RFEP). Approximately 13.9% of SPES students qualify for special education services and 0.9% are homeless.

These demographics are rather close to LAUSD's racial/ethnic balance, with 71.1% Hispanic/Latino students, 7% African American, 5% AFPI, 0.1% American Indian or Alaska Native, 2.5% Two or More Races, and 10.5% White.¹² LAUSD's TK-5th grade EL rate of 24.75% with another 9.59% RFEP.¹³ LAUSD's students using special education services is 15.6% across all grades.

¹² <https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=1964733&aggllevel=district&year=2023-24>

¹³ <https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=1964733&aggllevel=District&year=2023-24>

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student’s academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent,

homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Section 8.1 Admission Requirements

The Charter School will admit all pupils who wish to attend the school as per Education Code section 47605(e)(2)(A). If the number of pupils who wish to attend the Charter School exceeds capacity, admission shall be determined by a random public drawing as described below.

Section 8.2 Student Recruitment

See Element 7, above. The Charter School is committed to recruiting and enrolling diverse students, including those with a history of low academic performance, socioeconomically disadvantaged students and students with disabilities. The Charter School is well known and respected in the community, helping to draw enrollment from diverse families.

Section 8.3 and 8.4 Lottery Preferences and Procedures

Applications are accepted during a publicly advertised open enrollment period each year, which generally takes place from August through October 1 for admission in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than there are available spaces. In the event that this happens, the Charter School holds a public random drawing to determine admission for the impacted grade level(s), with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Students who reside within LAUSD (as required by District Policy)
2. Siblings of attending or admitted students (to help families and build community)
3. All other applicants.

Students who are currently enrolled will be exempted from the lottery. No other exemptions or preferences shall be given.

The Board takes all necessary efforts to ensure lottery procedures are fairly executed. Public random drawing rules, deadlines, dates and times are communicated on the Charter School's website. Public notice for the date and time of the public random drawing is also posted at Charter School entrances and by the Charter School office once the application deadline has passed.

The lottery drawing occurs at an evening meeting in October, on the Charter School campus at 1374 W 35th Street, Los Angeles, CA 90007. Parents/guardians are invited to attend but told that they are not required to do so in order to secure a space for their child/ren. Lottery spaces are pulled in order of grade level by the Principal or designee. As names are pulled, students will be assigned a number corresponding to the number of admission slots. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. Students who are not granted admission for the next school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year. In no circumstance will a waitlist carry over to the following school year.

By November 1, families will be notified in writing by the Principal or their designee of their admission status (offered admission or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet and submit required documentation within three weeks of the date of the written notification sent indicating that a spot is available for the student. The Charter School will hold a Pre-Enrollment session after the lottery and before the registration date to supply additional information and to assist families in filling out forms. The Charter School shall require admitted students to complete an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements

6. Release of records¹⁴

The waiting list is used to fill the enrollment if any spaces become available. When a space becomes available and a child is to be promoted off the waiting list, families are notified by the Family Engagement Manager or the School Operations Manager via the phone numbers provided on the Lottery Application Form. If the school year for which the student is being offered a place has not yet commenced, the family must respond by returning the Enrollment Packet to the school within 10 calendar days of notification to secure a spot; if the offer of admission is made within two weeks of the first day of the new school year or the school year already is in session, families must respond to by returning the Enrollment Packet to the school within two school days in order to secure admission, or admission for that student is forfeited and the next student on the waiting list is contacted. Should the family decline the position, the next family on the list will be contacted until the open position is filled. The Operations Manager is available to assist families in completing the required forms and paperwork.

Lottery Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically retained on campus and available for audit and inspection, and lottery results and waiting lists for the school year (determined in the order names are drawn in the lottery) will be readily available in the school's main office for inspection upon request.

¹⁴ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
 - i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Section 9.1 Annual Audit Procedures

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

Procedures

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

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

The audit committee will review any audit exceptions or deficiencies and report recommendations for resolution to the Board of Directors. The Board will report to LAUSD regarding how exceptions and deficiencies have been or will be resolved.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

The Charter School shall comply with all applicable current law, including Education Code Section 47605(c)(5)(J), which is not reflected in the District's FSDRL.

School Climate and Student Discipline System

Students learn best in an environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. As detailed in Element 1, STEM Prep Elementary School (SPES) provides Positive Behavior Intervention Support (PBIS), tiered interventions in our MTSS model, and a comprehensive restorative justice program led by our onsite Restorative Justice Coordinator.

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

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

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

SPES is exempt from Education Code Section 48900, *et seq.* requirements and procedures related to student suspension and expulsion in traditional public schools; however, SPES is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

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

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

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first, as these are not grounds for suspension or expulsion.

Grounds for Out-of-School Suspension and Expulsion; Out-of-School Suspension Procedures; Expulsion Procedures and Policy

The Suspension and Expulsion Policy and Procedures ("Policy") have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary

removal. All suspension procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. Additionally, the Charter School's process for investigating incidents and collecting evidence will be fair and thorough.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This Element 10 shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements and the District's Policies and Procedures for Charter Schools. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be distributed annually as part of the Parent/Student Handbook which 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 this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians¹⁵ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the 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.

A student identified as an individual with disabilities or for whom SPES has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. SPES will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom SPES 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's

¹⁵ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(c)(4).

Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights, as it may be amended from time to time.

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

PROCEDURES

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

- 1. Discretionary Suspension Offenses:** Students *may* be suspended when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, electronic cigarettes, vaping devices and related gels. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an

immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 5, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - (ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - (iii) Causing a reasonable student to experience substantial interference with their academic performance.
 - (iv) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - (2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless

telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (i) A message, text, sound, video or image.
- (ii) A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- (iii) An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraph (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

- 2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4
3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel, electronic cigarettes, vaping devices and related gels. This section does not prohibit the use of a student's own prescription products by a student.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 5, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of

either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 5, inclusive.

- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - (i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with their academic performance.
 - (d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - (ii) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (a) A message, text, sound, video, or image.
 - (b) A post on a social network Internet Web site including, but not limited to:
 1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - (c) An act of cyber sexual bullying.
 1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other

visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraph (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(iii) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel or Board of Directors in an expulsion appeal that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedures (For In-School and Out-Of-School Suspensions)

If deemed necessary, SPES may assign in-school suspension, following the procedures for in-school and out-of-school suspensions outlined in the provisions here in Element 10, which constitute SPES’s Suspension and Expulsion policy. In-school suspension will be served in either the Charter School’s main office or an open classroom and will be supervised by the Principal or designee. During in-school suspensions, teachers will assign work to be completed in the in-school suspension setting. Students will be provided necessary supplies and materials, and teachers will be available to meet with the student during breaks. The maximum number of days of in-school suspension will not exceed two (2) days per incident and five (5) days in one academic year. An administrator notifies the parent(s)/guardians or the foster child’s educational rights holder, attorney, and county social worker via telephone of an in-school suspension, and a meeting is held when needed/requested.

In-school suspension will not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against school officials or school property, or both

Suspensions shall be initiated according to the following procedures:

Conference

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

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the

parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student 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 their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days of when the student was suspended, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference.

Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with school administration. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

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

Length of Suspension

The Principal has authority to suspend students. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. For students with an IEP and students with a Section 504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year. If a suspension reaches 10 school days, the Charter School shall provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights, and a hearing adjudicated by a neutral officer w/in a reasonable number of days. At which the pupil has the right to bring legal counsel or an advocate. The team would consider a manifestation determination or IEP/504 meeting to review needs.

Upon a recommendation of expulsion by the CEO or CEO's designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. The student will be provided the opportunity, in coordination with the Principal and/or the classroom teacher, to receive instructional support and complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams. A parent/student may appeal a suspension decision by submitting an appeal in writing to SPES'S Chief Executive Officer.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Expulsion Procedures

Recommendations for Expulsion

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

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

Expulsion Hearing

All expulsion procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law. Unless postponed for good cause, the hearing will be held within thirty (30) days from the date of the recommended expulsion, after the CEO determines that an act subject to expulsion has occurred. A student may be expelled by a neutral and impartial Administrative Panel to be appointed by the CEO, as needed (the "entity conducting the hearing"). The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the School's governing board. The entity conducting the hearing shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in confidential session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session no later than three (3) days prior to the date of the scheduled hearing

A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the CEO to summarize the evidence adduced at the hearing.

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

- The date, time, and place of the hearing;
- A statement of the specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based;
- A copy of the disciplinary rules that 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 Charter School to any other school district or school to which the student seeks enrollment;
- An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
- An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
- An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause;
- A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

The decision of the entity conducting the hearing shall be in the form of written findings of fact and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to their educational program. A student and their parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only

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

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

Record of Hearing

A record of the hearing shall be made and may be maintained, consistent with SPES's document retention and destruction policy, by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the student and/or parent/guardian within five (5) business days of a written request.

Presentation of Evidence

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

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

If, due to a written request by the expelled student, 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.

Written Notice to Expel

Following a decision of the Administrative Panel to expel, the CEO shall send written notice of the decision to expel within seven (7) calendar days, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

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

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

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

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be submitted to the chartering authority.

Suspension/Expulsion Appeal

Parents will be notified by the Principal or Assistant Principal through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. The suspension of a student will be at the discretion of the Principal. A suspension appeal may be made to the CEO within ten (10) days of the suspension. Following due consideration of the facts and safety of students, a decision by the CEO regarding student suspension will be considered final. An expulsion may be appealed within ten (10) working days and must be submitted in writing to the CEO. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the STEM Prep Governing Board and the family will have a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the CEO, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

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

Reinstatement and Readmission

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

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

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. SPES shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the

school showing that the student has met the conditions of the rehabilitation plan. STEM Prep's governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, SPES shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

Expelled Pupils/Alternative Education

The Charter School will help provide the parent necessary information and a list of placement options, e.g. community day school or County programs.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification to District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student that SPES or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, SPES, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If SPES, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If SPES, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that SPES had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and SPES agree to a change of placement as part of the modification of the behavioral intervention plan.

If SPES, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then SPES may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SPES believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or SPES, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and SPES agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if SPES believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The CEO or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated SPES's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if SPES had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If SPES knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If SPES had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the

student shall remain in the education placement determined by SPES pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11 - Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Section 11.1 and 11.2 Certificated and Classified Staff Members

Eligible certificated SPES employees participate in State Teachers’ Retirement System (STRS); a 403(b) plan and social security are available to classified persons working at the Charter School. SPES will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the various retirement funds, as required.

Staff Retirement Allocations

1. STRS: All eligible certificated personnel including teachers, Principal, and guidance counselor
2. All staff will be offered voluntary participation in a 403(b), and STEM Prep plans to offer a matching contribution for non-certificated employees.
3. Federal Social Security: Classified staff

Responsible Staff Member

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

STRS Reporting

SPES 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 President/COO shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.

Section 11.3 Other Staff Members

Not applicable

Element 12 – Public School Attendance Alternatives

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

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

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

Section 12.1 Public School Attendance Alternatives

SPES is a school of choice; no student is required to attend.

SPES will support families interested in learning about their enrollment options by guiding them to nearby schools using resources such as LAUSD’s Resident School Finder, LAUSD’s Student Enrollment platform¹⁶ and connecting them to the Local District Operations for placement.

¹⁶ <https://enroll.lausd.net/>

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

STEM Preparatory Elementary School
c/o CEO
3200 W Adams Blvd.
Los Angeles, CA 90018

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

NON-PROPOSITION 39 DISPUTES

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

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

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

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

STEM Preparatory Elementary School
c/o CEO
3200 W Adams Blvd.
Los Angeles, CA 90018

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

1. Preliminary budgets

2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

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

In the event that the school closes, the President/COO will serve as the school's closure agent.

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

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

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

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

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

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes,

standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

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

coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to

exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter

School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)