



PREPA TEC LOS ANGELES



RENEWAL CHARTER PETITION For the 5-year charter term: July 1, 2026 – June 30, 2031

Submitted: August 21, 2024
Los Angeles Unified School District
Board of Education
333 South Beaudry Avenue
Los Angeles, California 90012

Table of Contents

Charter Renewal Criteria (As of August 2025)	3
ELEMENT 1 - THE EDUCATION PROGRAM.....	21
ELEMENT 2: MEASURABLE PUPIL OUTCOMES.....	102
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED	102
ELEMENT 4: GOVERNANCE	111
ELEMENT 5: EMPLOYEE QUALIFICATIONS	123
ELEMENT 6: HEALTH AND SAFETY PROCEDURES	151
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE	157
ELEMENT 8: ADMISSION POLICIES AND PROCEDURES	160
ELEMENT 9: ANNUAL FINANCIAL AUDITS.....	166
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES.....	169
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	189
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES.....	190
ELEMENT 14: MANDATORY DISPUTE RESOLUTION	191
ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES.....	195
Additional Provisions	202

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Prepa Tec - Los Angeles (also referred to herein as “Prepa Tec - Los Angeles” 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 Instruction 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

Charter Renewal Criteria (As of August 2025)

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (Middle Performing)

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 on the California School Dashboard (the “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. Prepa Tec - Los Angeles fits into the Middle Performing category, as determined by the California Department of Education (see below), and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a 5-year term.

Charter School Performance Category Data File - 2024									
California Department of Education, March 14, 2025									
CDS: County District School, N/A: Not Applicable.									
CDS	SCode	Dashboard_Schooltype	Charter_Type	School	District	County	School_Type	Performance_Level	Criteria
19647330127936	0127936	MS	DF	PREPA TEC - Los Angeles	Los Angeles Unified	Los Angeles	Intermediate/Middle Schools (Public)	Middle Performing	N/A

<https://www.cde.ca.gov/sp/ch/perfcatltr2025.asp>

Measurements of Academic Performance

The law also requires Middle Performing charter schools to provide data showing measurable increases in academic achievement:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined...

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer- reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (the “SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, Prepa Tec - Los Angeles uses i-Ready K-8 by Curriculum Associates.

Dashboard Performance

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [High Performing and Low Performing] 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 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)).

The following data reflects the growth of Prepa Tec - Los Angeles students over the course of three years (2022–2024) and illustrates the consistent, measurable academic growth at Prepa Tec - Los Angeles, a direct result of deliberate, strategic decision-making and an unwavering commitment to continuous self-assessment of instructional practices and outcomes. Through ongoing reflection, practices and critical review of student data, the educational leadership team made adjustments in real time, modifying instructional practices to maximize student success outcome.

School Performance During The Current Charter Term

Prepa Tec - Los Angeles (PTLA) serves families in Southeast Los Angeles with a rigorous International Baccalaureate (IB) Middle Years Programme (MYP) grounded in an inquiry and investigation model fostering a supportive school environment built on strong relationships, targeted interventions, and high expectations for all learners. This approach has translated into measurable academic success. Verified i-Ready data indicated that in 2024–25, PTLA students achieved 160% of typical annual growth in Reading and 114% in Math, results that far exceed i-Ready’s normed reference expectations for one year’s academic progress. These outcomes highlight both the effectiveness of PTLA’s instructional program and its capacity to accelerate student learning.

The following section provides a detailed analysis of PTLA’s performance, including Dashboard indicators, verified data, and student group outcomes. Together, these results affirm that PTLA continues closing achievement gaps and advancing measurable student growth as well as delivering the clear and convincing results required for charter renewal.

Academic Performance Data and Other Absolute and Comparative Performance Indicators

Pursuant to Education Code Section 47607.2(b), Prepa Tec – Los Angeles (PTLA) qualifies for renewal under the middle performance category based on its performance on the California Dashboard. This determination is reflected in the California Department of Education’s March 14, 2025 Release of Charter School Performance Category Data File. Overall, PTLA’s 2023 and 2024 Dashboard results demonstrate steady academic growth.

As demonstrated below and throughout Element 1, 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 on 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 considering that authorizers consider Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance based on Dashboard state indicators as compared to state average for all students and for subgroups. The California Department of Education evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. In accordance with law and the CDE’s performance category designations, Prepa Tec – Los Angeles merited the middle-performing category. We present evidence and data below to demonstrate that Prepa Tec – Los Angeles has met the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) requires that authorizers consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and Math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”). In addition to the state and local indicators on the Dashboard, the District shall also consider clear and convincing evidence using verified data sources adopted by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers). Specifically, Prepa Tec – Los Angeles has demonstrated significant growth in assessment outcomes on state indicators of academic performance. This progress reflects measurable advancement toward meeting established educational standards and provides a clear benefit to the students the school serves. Therefore, the continued operation of the Charter School is in the best interest of its pupils.

Dashboard: Schoolwide Performance Level on State Indicators

As part of California’s statewide accountability system, the California School Dashboard provides a comprehensive view of school performance through a range of academic and engagement indicators.

The following tables reflect Prepa Tec – Los Angeles’ 2023 and 2024 California School Dashboard performance indicators and Distance from Standard (DFS) levels, as compared to both the State and local District. These schoolwide indicators include academic achievement in English Language Arts (ELA) and Mathematics, English Learner Progress, and school climate measures such as chronic absenteeism and suspension rates.

While Dashboard color ratings offer a high-level summary of school performance, DFS provides a more detailed view of academic progress by indicating how far, on average, students are from meeting grade-level proficiency. This allows for a more precise understanding of both overall performance and subgroup achievement over time.

In addition to academic indicators, this analysis includes measures of student engagement and school climate. Chronic absenteeism and suspension data are critical for assessing the broader conditions that support learning. Together, these metrics offer a comprehensive picture of Prepa Tec’s performance under California’s accountability system and reinforce the school’s commitment to equity, continuous improvement, and student success.

A more detailed analysis follows to highlight PTLA’s growth over time, areas of demonstrated success, and key opportunities for continued improvement.

2024 Schoolwide Performance Levels			
Indicator	PTLA	District	State
Chronic Absenteeism	34.6%	23.3%	18.6%
Suspension Rate	3.1%	0.4%	3.2%
English Learner Progress	49.4%	47.5%	45.7%
English Language Arts (“ELA”)	-58.7	-28.2	-13.2
Mathematics	-131.7	-60.4	-47.6

Source: <https://www.caschooldashboard.org/>

2023 Schoolwide Performance Levels			
Indicator	PTLA	District	State
Chronic Absenteeism	29.5%	31%	24.3%
Suspension Rate	2%	0.4%	3.5%
English Learner Progress	46.1%	48.4%	48.7%
English Language Arts (“ELA”)	-61.3	-32.4	-13.6
Mathematics	-134.9	-67.3	-49.1

Source: <https://www.caschooldashboard.org/>

Prepa Tec - Los Angeles serves a vibrant and high-needs community, with 98% of all students identified as socioeconomically disadvantaged and 24% are classified as English Learners. Guided by the International Baccalaureate Middle Years Programme, PTLA’s instructional model emphasizes inquiry, critical thinking, and real-world application, supported by targeted interventions and robust family engagement. This foundation has contributed to measurable progress in key areas, including English Learner Progress, and steady upward movement in both ELA and Mathematics performance. While the school continues to prioritize improvements in attendance, student engagement, and academic outcomes, the dashboard data reflects the early impact of PTLA’s focused strategies and its commitment to ensuring every student thrives academically and socially.

Based on Prepa Tec - Los Angeles’ performance across the 2023 and 2024 California School Dashboards, the data reflects areas of progress and ongoing priorities aligned with the school’s mission, vision, and educational program. Over this two-year period, PTLA has demonstrated consistent growth in English Learner Progress, steady upward movement in both ELA and Mathematics performance, and continued implementation of targeted strategies to strengthen student engagement and achievement. The following analysis highlights shifts in performance levels, Distance from Standard, and comparisons to district and state results:

- Chronic Absenteeism: PTLA’s chronic absenteeism rate was 34.06 in 2023/24 and was reduced to 27.43 in 2024/25. While higher than district and state chronic absentee rates, attendance remains a central focus, with enhanced outreach, early intervention, and family engagement strategies in place to improve consistency in student participation.

- **Suspension Rate:** The suspension rate increased from 2.0% in 2023 to 3.1% in 2024, aligning with the state average (3.2%). PTLA continues to expand positive behavior supports and restorative practices to further strengthen its school climate.
- **English Learner Progress:** Rising from 46.1% in 2023 to 49.4% in 2024, PTLA now outperforms both district (47.5%) and state (45.7%) averages, reflecting the success of its targeted English learner support and instructional strategies.
- **ELA Performance:** ELA Distance from Standard improved from -61.3 to -58.7, signaling gradual upward movement. While performance remains below district (-28.2) and state (-13.2) levels, the school’s IB MYP framework and individualized interventions are designed to accelerate literacy growth over the coming years.
- **Mathematics Performance:** Mathematics results improved from -134.9 to -131.7. Building on the IB curriculum’s emphasis on inquiry and problem-solving, PTLA is implementing additional Math supports including a structured intervention program and consultation with a Math Specialist. These efforts focus on targeted small group instruction, fidelity of program implementation, and ongoing progress monitoring to strengthen outcomes for all learners.

Dashboard: Academic Performance by Student Groups

The following tables present PTLA’s English Language Arts (ELA) and Mathematics performance levels for 2023 and 2024, disaggregated by student group and compared to both District and State performance. Distance from Standard (DFS) data is provided for English Learners (EL), Long-Term English Learners (LTELs), Hispanic students, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWDs), where available. In accordance with California’s criteria for numerically significant student groups (30 or more students enrolled in both the current and prior year), these subgroups reflect key populations within PTLA’s student population.

This data provides important insight into achievement trends and performance gaps, as well as areas where targeted supports are showing early results. From 2023 to 2024, PTLA narrowed DFS scores in several key student groups, including English Learners (EL), Hispanic students, and Socioeconomically Disadvantaged (SED) students, in both ELA and Mathematics. This positive movement within multiple student groups demonstrates the early impact of PTLA’s instructional strategies, including its International Baccalaureate IB MYP framework and targeted intervention support.

The tables below provide a detailed view of student group performance, offering insight into achievement trends and guiding targeted supports to ensure continued improvement.

ELA 2024 Comparison Performance Levels			
Student Group	PTLA	District	State
English Learners (“EL”)	-86.6	-78.7	-67.6

Long Term English Learners	-118.1	-129.4	-109.6
Hispanic	-58.3	-38.9	-39.3
Socioeconomically Disadvantaged (“SED”)	-58.6	-40.2	-40.9
Students with Disabilities	-132.1	-106.9	-95.6
ELA 2023 Comparison Performance Levels			
Student Group	PTLA	District	State
English Learners (“EL”)	-101	-87.8	-67.7
Hispanic	-61.1	-43.1	-40.2
Socioeconomically Disadvantaged (“SED”)	-61.6	-46.1	-42.6
Students with Disabilities	-168.1	-111.8	-96.3

Data Source: <https://www.caschooldashboard.org/>

Across all reported student groups, PTLA improved its Distance from Standard (DFS) in English Language Arts from 2023 to 2024, reflecting steady movement toward grade-level proficiency.

- English Learners significantly increased their performance level by +14.4 points, narrowing the gap with district peers.
- Hispanic and SED students each gained approximately +3 points, indicating incremental improvement and continued benefit from targeted literacy support.
- Students with Disabilities demonstrated the largest gain, improving by +36 points and reducing the performance gap with district peers by nearly two-thirds.
- Long-Term English Learners showed stronger performance than district peers in 2024

While gaps remain compared to District and State averages, the consistent upward trend across all subgroups highlights the early impact of PTLA’s instructional strategies, including IB-aligned literacy practices and focused intervention programs.

Math 2024 Comparison Performance Levels			
Student Group	PTLA	District	State
English Learners (“EL”)	-158	-95.4	-93.4
Long Term English Learners	-194.1	-179.2	-163.5
Hispanic	-131.3	-72.6	-79.2
Socioeconomically Disadvantaged (“SED”)	-131.5	-72.6	-78.2
Students with Disabilities	-205.1	-131.3	-124.3
Math 2023 Comparison Performance Levels			
Student Group	PTLA	District	State
English Learners (“EL”)	-164.1	-106	-93.4
Hispanic	-134.5	-78.9	-80.8
Socioeconomically Disadvantaged (“SED”)	-134.4	-78.4	-80.8
Students with Disabilities	-196.5	-140.3	-127.3

Data Source: <https://www.caschooldashboard.org/>

Mathematics DFS results for PTLA show improvement across most student groups from 2023 to 2024, with the following highlights:

- English Learners increased by +6.1 points, narrowing the gap with District peers and continuing a positive trajectory in Math growth.
- Hispanic and SED students each gained just over +3 points, reflecting a consistent upward trajectory.
- Students with Disabilities declined by -8.6 points and Long-Term English Learners showed lower performance levels in 2024, signaling a priority area for targeted intervention.

While the gains are smaller than those in ELA, the consistent positive movement suggests that PTLA’s Math supports grounded in inquiry-based IB MYP instruction and targeted small-group intervention, are yielding positive results. Continued emphasis on Mathematics skill-building, especially for historically underserved subgroups, will be essential to accelerate progress.

To better understand PTLA’s academic performance over time, the following tables display Distance from Standard (DFS) data in English Language Arts (ELA) and Mathematics from 2022 to 2024. The data is disaggregated by key student groups and includes both total change over the two-year period and average annual growth. This longitudinal view highlights trends in academic progress, the effectiveness of instructional supports, and areas where continued attention is needed to close achievement gaps and accelerate growth for historically underserved populations.

English Language Arts DFS 2022-2024					
Student Group/Race Ethnicity	DFS 2022	DFS 2023	DFS 2024	Change 2023-2024	Average Annual Growth
All Students	-87	-61.3	-58.7	+28.3	+14.2
English Learners	-137.7	-101	-86.6	+51.1	+25.6
Long Term English Learners	--	-	-118.1	--	--
Hispanic	-86.4	-61.1	-58.3	+28.1	+14.1
Socioeconomically Disadvantaged	-91.2	-61.6	-58.6	+32.6	+16.3
Students with Disabilities	-176.4	-168.1	-132.1	+44.3	+22.2

Data Source: <https://www.caschooldashboard.org/>

PTLA’s ELA DFS results show consistent improvement across all reported student groups over the two-year period, reflecting steady progress toward closing achievement gaps.

Reflection and Successes

- All Students improved by +28.3 points, averaging more than +14 points per year.
- English Learners posted the largest gains +51.1, averaging +25.6 points annually, indicating strong impact from targeted language development support.
- Hispanic and Socioeconomically Disadvantaged students each improved by more than +28 points, reflecting broad benefits of literacy interventions.

- Students with Disabilities gained +44.3 points, showing notable growth and progress toward standard.
- Opportunities for Growth and Moving Forward
- Long-Term English Learners had no prior-year data but scored –118.1 in 2024, signaling a need for specialized strategies to accelerate language and literacy skills.
- While performance is improving across all subgroups, continued emphasis on differentiated instruction, targeted small-group interventions, and IB-aligned literacy practices will be essential to sustain and accelerate growth.

Mathematics DFS 2022-2024					
Student Group/Race Ethnicity	DFS 2022	DFS 2023	DFS 2024	Change 2023-2024	Average Annual Growth
All Students	-138	-134.9	-131.7	+6.3	+3.15
English Learners	-176.6	-164.1	-158	+18.6	+9.3
Long Term English Learners	--	-	-194.1	--	--
Hispanic	-137.3	-134.5	-131.3	+6	+3
Socioeconomically Disadvantaged	-137.9	-134.4	-131.5	+6.4	+3.2
Students with Disabilities	-214.3	-196.5	-205.1	+9.2	+4.6

Data Source: <https://www.caschooldashboard.org/>

PTLA’s Math DFS results show steady improvement across all reported student groups from 2022 to 2024 reflecting steady progress toward closing achievement gaps.

Reflections Successes

- All Students improved by +6.3 points, averaging more than +3.15 annually
- English Learners posted the largest gains (+18.6), averaging +9.3 points annually), demonstrating strong impact from targeted supports.
- Hispanic and Socioeconomically Disadvantaged students each improved by more than +6 points, showing consistent benefit from inquiry-based, small group instruction and math intervention programs.
- Students with Disabilities gained +9.2 points, showing meaningful progress supported by targeted interventions.
- Opportunities for Growth and Moving Forward
- Long-Term English Learners had no prior-year data but scored –194.1 in 2024, signaling the need for specialized strategies to accelerate Math achievement.
- While growth is evident across all groups, Students with Disabilities continue to require ongoing focus and tailored Math support to accelerate their trajectory toward standard.
- PTLA will strengthen math outcomes by expanding its Math Intervention Program, working with its Math consultant, and ensuring fidelity of intervention program implementation through data cycles, PLCs, and targeted small-group instruction.

Dashboard Comparison Data to State, Local District and Comparison Schools

When comparing academic performance across schools, it’s essential to include demographic context particularly the percentages of English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). Schools serving higher-need populations often face unique challenges tied to language acquisition, access to resources, and learning supports. Presenting performance alongside demographic data reveals not only the academic outcomes but also which schools are advancing academic growth despite greater contextual barriers.

2024 Dashboard Academic Performance Comparisons									
School Name	Grade Level	Enrolled	African American	Hispanic	EL	SED	SWD	ELA	Math
Prepa Tec - Los Angeles	6-8	305	1.3%	98.7%	28.9%	96.4%	10.2%	-58.7	-131.7
Charles R Drew Middle	7-8	647	16.7%	80.5%	22.6%	99.8%	13.6%	-86.9	-130.1
Edwin Markham Middle	6-8	634	22.2%	75.1%	23.2%	98.9%	20.7%	-103.2	-133.3
Gage Middle	6-8	1,143	0.2%	96.9%	20.3%	96%	14.8%	-42.8	-104.9
Southeast Middle	6-8	1,219	0.9%	96.5%	15.2%	94%	12.7%	-51.5	-111.3
Thomas A. Edison Middle	6-8	849	4.7%	93.1%	16.1%	98.4%	15.2%	-68.3	-103.3
Walnut Park Middle A	6-8	335	0%	98.8%	17.6%	87.2%	12.2%	-19.3	-76.3
Walnut Park Middle B	6-8	338	0.6%	96.2%	20.4%	91.1%	15.4%	-28.7	-88.1
LAUSD	Tk-12	381,116	2.9%	77.2%	22.6%	86%	14.6%	-28.2	-60.4
State	Tk-12	5,837,690	4.9%	56.1%	18.4%	62.7%	13.7%	-13.2	-47.6

Data Source: <https://www.caschooldashboard.org/>

When performance is evaluated alongside demographics, PTLA’s outcomes stand out in important ways.

- **High-Need Demographics:** PTLA serves one of the highest proportions of English Learners (28.9%) and Socioeconomically Disadvantaged students (96.4%) among all comparison schools. Nearly 99% of PTLA’s students are Hispanic, a population often underrepresented in statewide averages. Despite these concentrated needs, PTLA’s outcomes remain competitive.
- **ELA Performance:** PTLA’s ELA Distance from Standard (-58.7) is stronger than Charles R. Drew (-86.9) and Edwin Markham (-103.2), both of which serve fewer EL and Hispanic students. While PTLA trails Southeast (-51.5) and Walnut Park A (-19.3), those schools serve significantly smaller EL populations (15.2% and 17.6%, respectively), making PTLA’s results more meaningful in an equity context.
- **Math Performance:** Math is the greatest challenge across all schools. PTLA’s score (-131.7) is among the lowest, comparable to Markham (-133.3). However, Walnut Park A and B perform substantially better in Math despite similar SED levels, but with a smaller EL concentration. PTLA has already taken steps to strengthen Math supports, particularly English Learners and this remains a key area where the school can continue building on its demonstrated success in language development to drive instruction.
- **English Learner Progress (ELPI):** PTLA’s 49.4% ELPI surpasses both LAUSD (47.5%) and the state (45.7%), even though it serves the largest percentage of EL students among all peers. This

demonstrates PTLA’s effectiveness in supporting English language development despite greater challenges.

Overall, PTLA’s data demonstrates a school serving one of the highest-need student populations while still outperforming several peer schools, particularly in ELA and EL progress. While Math outcomes remain an important area for continued focus, the overall data reinforce PTLA’s role as an equity-focused school that is advancing student learning despite demographic challenges.

English Learner Progress Indicator Comparisons

The English Learner Progress indicator on the California School Dashboard measures the percentage of English Learners making progress toward English Language proficiency. This reflects how effectively schools are supporting English Learners in developing the language skills necessary for academic success.

PTLA serves the highest percentage of English Learners (28.9%) among all comparison schools, as well as higher than the district (22.6%) and the state (18.4%). This makes PTLA’s consistently strong performance both commendable and particularly significant given the greater level of need.

The table below highlights PTLA’s English Learner Progress in 2024 compared District comparison schools, the District and the State.

2024 Dashboard ELPI Comparisons				
School Name	Grade Level	Enrolled	EL	ELPI
Prepa Tec – Los Angeles	6-8	305	28.9%	49.4%
Charles R Drew Middle	7-8	647	22.6%	44.6%
Edwin Markham Middle School	6-8	634	23.2%	45.5%
Gage Middle	6-8	1,143	20.3%	33.5%
Southeast Middle	6-8	1,219	15.2%	59.2%
Thomas A. Edison Middle School	6-8	849	16.1%	55.5%
Walnut Park Middle School A	6-8	335	17.6%	34%
Walnut Park Middle School B	6-8	338	20.4%	25.4%
Los Angeles Unified School District	Tk-12	381,116	22.6%	47.5%
State	Tk-12	5,837,690	18.4%	45.7%

Data Source: <https://www.caschooldashboard.org/>

PTLA’s English Learner Progress increased by +3.3 percentage points from 2023 to 2024, surpassing both the District and State. This upward trajectory stands out in contrast to the declines observed at both levels, underscoring PTLA’s ability to accelerate language development even as broader trends move in the opposite direction.

Such results reflect PTLA’s focused approach integrating ELD instruction across content areas, providing targeted small-group language development, and using ongoing progress monitoring to tailor supports. These

strategies have contributed to sustained growth and provide a strong foundation for maintaining and improving English Learner achievement within the community.

Highlights

- PTLA serves the largest percentage of English Learners among comparisons schools and still surpasses both District and State averages on the ELPI.
- Growth from 46.1% to 49.4% in one year reflects the impact of PTLA’s integrated ELD instruction, targeted supports, and close progress monitoring.
- While Southeast and Edison report higher ELPI rates, both serve substantially smaller proportions of English Learners, demonstrating the significance of PTLA’s results given its higher-need population.
- Overall, the data show that PTLA is advancing English Learner achievement at a rate that outpaces both District and State trends, despite serving a higher-need population.

Dashboard: Academic Engagement

Chronic Absenteeism indicates students missing 10% or more of the school years number of days for any reason, including excused and unexcused absences. PTLA reviews this data to provide insight as to how well schools are engaging students and supporting them in staying connected to their learning. Dashboard color ratings are based on both the school’s current absenteeism rate and how much it has improved or declined from the previous year.

The below table highlights PTLA’s chronic absenteeism rates over the past two years compared to the District and State.

Chronic Absenteeism		
	2023	2024
Prepa Tec-Los Angeles	29.5%	34.6%
District	31%	23.3%
State	24.3%	18.6%

Data Source: <https://www.caschooldashboard.org/>

PTLA’s chronic absenteeism rate rose from 29.5% in 2023 to 34.6% in 2024, exceeding both District and State averages. This increase reflects persistent barriers faced by families in Southeast Los Angeles, including economic hardship that limits reliable transportation, post-pandemic disengagement from school routines, and high community mobility that disrupts continuity for students. Similar schools across Southeast Los Angeles face similar challenges and experience elevated absenteeism, underscoring that chronic absence is a regional issue tied to poverty, mobility, and family stability.

PTLA recognizes that chronic absenteeism is a significant concern and has prioritized targeted action to address it. Therefore, to reverse this trend and re-engage students, PTLA has launched a coordinated set of initiatives:

- Professional development for staff to strengthen early identification of attendance barriers.
- Integration into SST meetings, ensuring attendance concerns are reviewed alongside academic and behavioral support.

- Tiered interventions, including schoolwide campaigns, small-group mentoring, and individualized supports (Check-In/Check-Out, counseling, and external agency referrals).
- Dedicated staffing, with a Child Welfare and Attendance (CWA) role focused on addressing attendance in real time.
- Structural supports, such as expanded transportation options and closer community partnerships.
- Family engagement, through parent meetings, events, and celebrations that recognize strong attendance.
- Positive incentives that highlight and reward student and family commitment to regular attendance.

Through these efforts, PTLA is taking a proactive, data-driven approach to addressing chronic absenteeism. By aligning family partnerships, targeted interventions, and structural supports, PTLA is committed to significantly reducing absenteeism and ensuring that all students are present, engaged, and positioned for academic success.

Dashboard: Conditions and Climate Performance

Suspension, on the Dashboard, is defined as the percentage of students who have been suspended at least once in a given school year. This indicator not only reflects disciplinary trends but also provides insight into how well schools are providing a healthy, safe, and welcoming environment that supports positive student behavior and student connectedness.

The below table highlights Prepa Tec - Los Angeles’ suspension rates over the past two years compared to the District and State.

Suspension Rate		
	2023	2024
Prepa Tec – Los Angeles	2%	3.1%
District	0.4%	0.4%
State	3.5%	3.2%

Data Source: <https://www.caschooldashboard.org/>

While PTLA’s suspension rate remains below the State average, the upward trend over the past two years highlights the school’s need to expand its focus on social-emotional learning, restorative practices, and proactive behavioral supports to sustain a positive and supportive school climate.

In response, PTLA has taken deliberate steps to ensure that suspensions become restorative, educational experiences rather than purely punitive measures. When suspensions occur, students engage in a reflective and instructional process designed to help them take accountability, learn from their actions, and prevent recurrence:

- Restorative reflection: Students meet with staff to discuss the behavior that led to suspension, reflect on its impact, and identify strategies to avoid repeating it.
- Action planning: Students complete a written action plan focused on taking responsibility and outlining positive behavioral alternatives.

- Academic reinforcement: To reverse the suspension, students serve two hours per suspension day, including 15 minutes of reflection, 15 minutes writing their action plan, 45 minutes of i-Ready ELA, and 45 minutes of i-Ready Math.
- Ongoing SEL supports: PTLA integrates social-emotional learning into daily instruction, ensuring students have the skills to self-regulate, build relationships, and resolve conflict constructively.
- Through this combination of restorative practices, academic reinforcement, and SEL integration, PTLA ensures that discipline not only addresses behavior but also strengthens connectedness, accountability, and student growth.

Dashboard: Local Indicators

Prepa Tec – Los Angeles has met all Local Indicators on the 2024 California School Dashboard, as reflected in the table below.

Indicator	2024
Basics: Teachers, Instructional Materials, Facilities	“Standard Met”
Implementation of Academic Standards	“Standard Met”
Parent and Family Engagement	“Standard Met”
Local Climate Survey	“Standard Met”
Access to a Broad Course of Study	“Standard Met”

Data Source: <https://www.caschooldashboard.org/>

The 2025 Local Indicators Report demonstrates PTLA’s commitment to cultivating a safe, inclusive, and academically supportive environment where families are engaged as partners in student learning. PTLA’s identity as an International Baccalaureate (IB) World School is grounded in the belief that students achieve their greatest potential when learning takes place in a safe, respectful environment supported by strong partnerships between home, school, and community. Students, teachers, families, administration, and the community are all part of the learning-life process, sustaining PTLA’s vision and driving its continued growth.

PTLA values authentic input from its educational partners by annually administering school climate and engagement surveys to parents, students, teachers, and classified staff. These surveys provide important insight into family-school partnerships, student connectedness, and perceptions of school climate and safety. Results consistently confirm that stakeholders feel welcomed, supported, and connected. Schoolwide practices such as Positive Behavioral Interventions and Supports (PBIS), restorative approaches, attendance incentives, and family workshops foster a safe and inclusive environment, while parent involvement opportunities and community events deepen engagement. In response to partner feedback, PTLA is strengthening attendance supports, expanding PBIS and restorative practices, and enhancing family engagement through clear communication and targeted workshops. These efforts ensure that every member of the school community is valued and that families remain active partners in decision-making.

Verified Data

The law also gives middle-performing charter schools the opportunity to provide data showing measurable increases in academic achievement, via verified data:

In addition to state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

- a) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.*
- b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers.*

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2 and supplemented the list in May 2023.

To validate its growth, PTLA presents i-Ready results, a state-approved assessment recognized by the California Department of Education as verified data for charter renewal. According to Curriculum Associates’ June 2023 California Guidance Brief, i-Ready may be used as verified data and academic progress indicator for California charters schools beginning in the 2023-2024 school year. For grades 6th – 8th, schools are considered to have achieved sufficient growth when their results meet or exceed the following thresholds for median Typical Growth from the Fall to the Spring:

- **Reading: \geq 45% median Progress to Typical Growth**
- **Math: \geq 60% median Progress to Typical Growth**

i-Ready’s model calculates each student’s “Typical Growth,” representing one full year of expected academic progress. Schools demonstrate measurable increases in academic achievement when their aggregated results meet or exceed these thresholds. PTLA’s performance not only met the benchmarks in both Reading and Math, but in most cases exceeded 100% progress demonstrating students achieved more than one year’s academic growth on average.

Against these benchmarks, PTLA’s results stand out as exceptional. Over the past two years, students have shown a clear trajectory of academic improvement, performing well above verified data thresholds despite serving historically underserved students in the Los Angeles area:

- Schoolwide growth: In 2024-25, students achieved 160% progress in Reading and 114% in Math, far surpassing the thresholds set by the California Department of Education.
- Sustained improvement across two consecutive years, PTLA has maintained growth well above state benchmark, showing gains for a clear trajectory of improvement.
- Student groups demonstrated significant progress:
 - English Learners achieved 265% growth in 7th grade Reading and 217% in 8th grade Math
 - Students with Disabilities posted dramatic improvements such as 212% in 7th grade Reading and 225% in 8th grade Math after limited growth in prior years.
 - Hispanic students consistently exceeded benchmarks, posting results such as 157% growth in 6th grade Reading and 206% in 7th grade Math.

- o Socioeconomically Disadvantaged students sustained strong acceleration, achieving 209% growth in 7th grade Reading and 196% in 8th grade Math.

The tables below illustrate PTLA’s results across the school as a whole, as well as by grade level and student group, highlighting the measurable progress of all learners.

i-Ready Reading		2023-2024			2024-2025		
		Participation Rate	Annual Growth (%)	≥ 1 Year Growth (≥45%)	Participation Rate	Annual Growth (%)	≥ 1 Year Growth (≥45%)
Schoolwide	All Students	291/299	116%	Yes	308/311	160%	Yes
6 th Grade	All	90/96	49%	Yes	83/83	153%	Yes
	English Learners	29/29	47%	Yes	26/26	190%	Yes
	Hispanic	87/90	67%	Yes	59/59	157%	Yes
	SED	86/89	47%	Yes	59/59	157%	Yes
	SWD	6/7	87%	Yes	9/9	105%	Yes
7 th Grade	All	111/111	141%	Yes	111/114	182%	Yes
	English Learners	30/30	150%	Yes	23/23	265%	Yes
	Hispanic	107/107	130%	Yes	69/71	206%	Yes
	SED	111/111	141%	Yes	68/70	209%	Yes
	SWD	15/15	12%	No	5/6	212%	Yes
8 th Grade	All	90/92	136%	Yes	114/114	150%	Yes
	English Learners	25/25	94%	Yes	25/25	150%	Yes
	Hispanic	89/90	139%	Yes	93/93	139%	Yes
	SED	90/91	136%	Yes	95/95%	139%	Yes
	SWD	10/10	0%	No	13/13	161%	Yes

i-Ready Math		2023-2024			2024-2025		
		Participation Rate	Annual Growth (%)	≥ 1 Year Growth (≥60%)	Participation Rate	Annual Growth (%)	≥ 1 Year Growth (≥60%)

Schoolwide	All Student	293/299	120%	Yes	310/310	114%	Yes
6 th Grade	All	91/96	113%	Yes	83/83	73%	Yes
	English Learners	29/29	160%	Yes	26/26	67%	Yes
	Hispanic	88/90	114%	Yes	59/59	93%	Yes
	SED	87/89	114%	Yes	59/59	93%	Yes
	SWD	7/7	33%	No	9/9	20%	No
7 th Grade	All	111/111	92%	Yes	113/113	138%	Yes
	English Learners	30/30	35%	No	23/23	154%	Yes
	Hispanic	107/107	92%	Yes	70/70	206%	Yes
	SED	111/111	92%	Yes	69/69	138%	Yes
	SWD	15/15	162%	Yes	6/6	200%	Yes
8 th Grade	All	91/92	200%	Yes	114/114	163%	Yes
	English Learners	65/66	189%	Yes	25/25	217%	Yes
	Hispanic	89/90	192%	Yes	93/93	150%	Yes
	SED	90/91	196%	Yes	95/95	150%	Yes
	SWD	10/10	150%	Yes	13/13	225%	Yes

PTLA’s verified data outcomes demonstrate that the strategies prioritized in its educational plan are yielding measurable growth across grade levels and student groups. Key contributing strategies include:

- Targeted Literacy Interventions: Small-group guided reading, push-in literacy support, and explicit comprehension instruction, which drove especially strong gains in Reading, including over 150% progress in grades 6 and 8.
- Strengthened ELD Instruction: Daily designated and integrated ELD and a schoolwide focus on academic language development supported extraordinary growth for English Learners, such as 265% in 7th grade Reading and 217% in 8th grade Math.
- Inclusive Practices for Students with Disabilities: Expanded co-teaching, push-in supports, and targeted interventions aligned to IEP goals translated into dramatic improvements for Students with Disabilities, including 212% in 7th grade Reading and 225% in 8th grade Math after limited growth in prior years.
- Data-Driven Instruction: Regular PLC cycles using i-Ready diagnostic data allowed teachers to adjust instruction in real time, reteach concepts, and group students effectively, sustaining gains across both Reading and Math.
- Professional Development & Coaching: Training around the science of reading, culturally responsive pedagogy, and explicit vocabulary instruction strengthened teacher capacity, benefiting all subgroups.
- Building on these results, PTLA will continue to refine its instructional model to ensure that every student achieves at least one year’s growth annually, with particular attention to sustaining subgroup gains. Priorities for the next charter term include:
- Expanding structured literacy supports in the middle grades to sustain Reading acceleration.

- Strengthening numeracy interventions across all grades with a focus on 6th grade to build a stronger foundation for upper-grade Math.
- Math intervention program led in consultation with our Math consultant, to ensure effective use of the program and fidelity of implementation.
- Continuing to deepen integrated ELD practices across all content areas to maintain momentum for English Learners.
- Enhancing inclusive practices and push-in services for Students with Disabilities to ensure their growth remains on par with peers.
- Investing in ongoing teacher coaching and professional learning aligned to data analysis cycles and evidence-based practices.

These next steps will allow PTLA to sustain its trajectory of improvement and ensure that students, especially those from historically underserved groups, continue to make measurable, verified academic progress year over year.

2025 Western Association of Schools and Colleges (WASC)

Prepa Tec – Los Angeles (6–8) is fully Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges. The accredited status is valid through June 30, 2028. The decision is based on the school’s submitted report, accreditation visit, and overall compliance with ACS WASC standards. The requirements for Continued Accreditation are as follows:

- Self-Study: The school must complete a self-study process and submit a detailed report before the end of this accreditation period. This report must include evidence of progress made in addressing recommendations from the initial visiting committee.
- Training: Prepa Tec – Los Angeles staff are required to participate in WASC self-study training sessions.
- Follow-Up Site Visit: ACS WASC visiting committee will return to review self-study findings, observe classrooms, and meet with stakeholders to evaluate the school’s operations and impact on student learning.
- Prepa Tec - Los Angeles has committed to ongoing compliance by doing the following
- Accreditation is conditional upon continued adherence to all ACS WASC policies, procedures, and criteria.

Conclusion

Prepa Tec - Los Angeles understands that the renewal criteria places great emphasis on Academic Outcomes through verified data. Prepa Tec - Los Angeles is a middle performing school based on its performance on the California Dashboard. Overall, Prepa Tec - Los Angeles’ 2023 and 2024 dashboard results indicated growth in the English Language indicator as well as the English Learner Progress indicator.

Granting Prepa Tec - Los Angeles Middle School a five-year charter renewal will allow the school to continue building on its progress and strengthen its efforts to support student achievement and engagement. As a middle-performing school, Prepa Tec - Los Angeles has demonstrated measurable improvement across key state indicators and verified data while maintaining its rigorous IB MYP instructional model and inclusive school culture.

We respectfully request that the Los Angeles Unified School District Board of Education grant Prepa Tec - Los Angeles a five-year renewal term from July 1, 2026, through June 30, 2031, to ensure families continue to have access to a student-centered public school that provides the unique benefits of the International Baccalaureate Middle Years Programme model, preparing students for success in high school, college and beyond.

ELEMENT 1 - THE EDUCATION 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 Instruction 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. INSERT WASC HERE?

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 Table

The contact person for the Charter School is:	<ul style="list-style-type: none"> • Xavier Reyes, CEO Alta Public Schools • Rachel Villalobos: Superintendent of Instruction • Dr. Marquis Newell: Head of School • Janet Orozco-Brown: Assistant Head of School
The contact address for the Charter School is:	8001 Santa Fe Ave Huntington Park, California 90255
The contact phone number for the Charter School is:	323-800-2739
The current address(es) of the Charter School is/are:	8001 Santa Fe Ave Huntington Park California 90255
Location(s) is/are in the LAUSD Board District:	5
Location(s) is/are in the LAUSD Region:	East
The grade configuration of the Charter School is:	6 th – 8 th Grade
The number of students in the first year (should align with that for Year 1 of the budget, as well as the rollout plan in the petition, if applicable) will be:	337
The grade level(s) are:	6 th – 8 th Grade
The Charter School’s scheduled first day of instruction in 25-26 is:	August 7th, 2025
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	388
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The regular bell schedule will be:	Monday/Tuesday/Thursday/Friday - 8:00am – 3:03pm Wednesday - 8:00am - 1:00pm
The term of this Charter for Middle and High performing schools (ensure term consistency throughout document, e.g., rollout plan, LCFF, etc.): 5	July 1, 2026 - June 30, 2031
If approved, the term of this Charter for Lowperforming schools (ensure term consistency throughout the document e.g., rollout plan, LCFF, etc.):	July 1, 2026 - June 30, 2028

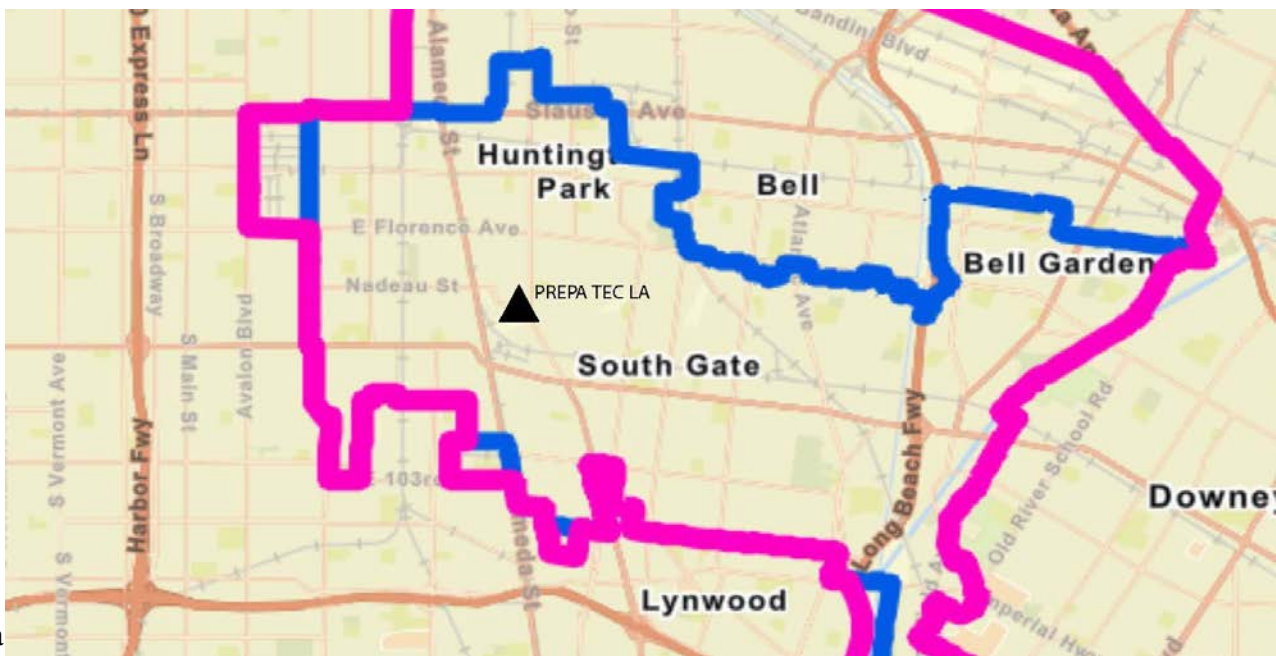
Enrollment Plan

Our enrollment at capacity will be three hundred and eighty eight (388) students in grades sixth through eighth (6-8). Each grade level represents the historic transfer patterns. The table below illustrates our enrollment plan.

PTLA Budget	Y0 - 2025/26	Y1 - 2026/27	Y2 - 2027/28	Y3 - 2028/29	Y4 - 2029/30	Y5 - 2030/31
Grade 6	90	90	90	90	90	90
Grade 7	118	124	124	124	134	149
Grade 8	117	123	123	123	134	149
Total	325	337	337	337	358	388
<i>PTLA Data 2025</i>	325	337	337	337	358	388

Target Student Population to be Served

Prepa Tec - Los Angeles is a Los Angeles Unified School District independent public charter school that serves students from grades 6th through 8th. Prepa Tec- Los Angeles addresses the need to provide a rigorous curriculum through the International Baccalaureate Middle Years Programme providing opportunities for our students in the City of Huntington Park, the City of Cudahy and the City of Bell to the East; unincorporated Walnut Park and South Los Angeles to the West; and to the South, the City of South Gate and Lynwood. While this target community has many municipal jurisdictions, it is essentially and demographically a similar community.



Prepa Tec - Los Angeles is a Los Angeles Unified School District independent public charter school that serves students from grades 6th through 8th. Prepa Tec- Los Angeles addresses the need to provide a rigorous curriculum through the International Baccalaureate Middle Years Programme providing opportunities for our students in the City of Huntington Park, the City of Cudahy and the City of Bell to the East; unincorporated Walnut Park and South Los Angeles to the West; and to the South, the City of South Gate and Lynwood. While this target community has many municipal jurisdictions, it is essentially and demographically a similar community. The school serves a

student population that reflects the broader community, offering access to a rigorous, student-centered educational program. Families choose this school as an alternative because of its emphasis on academic excellence, character development, and the preparation of globally minded citizens.

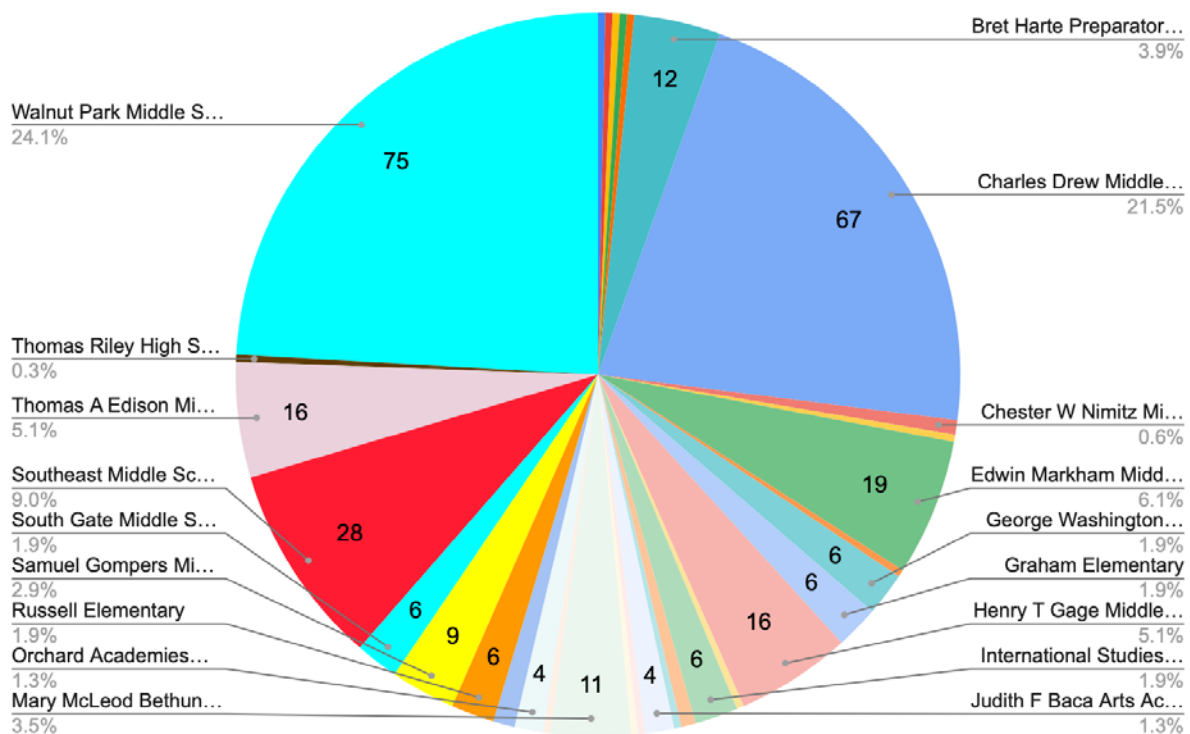
Many schools in the surrounding area culminate at 6th grade, which generates strong interest in 7th grade enrollment at Prepa Tec – Los Angeles. A significant percentage of families choose to change their students' educational trajectory from traditional schools to the International Baccalaureate Programme at Prepa Tec - Los Angeles. As a result, the school has historically experienced high demand in the upper grades and manages a waitlist of students from the broader community eager to enter beginning in 7th grade. Students from our sister school, Academia Moderna Charter School, transition directly into Prepa Tec – Los Angeles’ 6th grade class bringing with them the foundational IB attributes developed during their time in the IB Primary Years Programme.

As determined by LAUSD’s Resident School Identifier, the top five (5) home schools our students would otherwise attend are Walnut Park Middle School, Charles Drew Middle School, Edwin Markham Middle, Southeast Middle School, and Thomas A. Edison Middle School, as noted in Chart 5: Prepa Tec LA Student Resident Schools SY2024.

Prepa Tec - Los Angeles students enjoy the experience of an academically rigorous program, small classes, character development, and an international mindedness. Our students come from more than twenty (20) surrounding middle schools, as depicted in the chart below, with varied educational programs and academic performance levels

Prepa Tec-Los Angeles Student Resident Schools SY2024

Home School - PTLA Students SY2024



Prepa Tec - Los Angeles student demographics mirror the target community schools. The school’s student demographics include 96.4% Hispanic, 1.3% African American. The student population also includes 10.2% of

students with disabilities; 4.3% Homeless and Foster Youth; 28.9% English Learners; and 96.4% who qualify for Free or Reduced-Priced Meals. Prepa Tec LA has one of the largest Hispanic/Latino populations in the surrounding middle schools at 98.7%; it is the second highest percentages of Homeless and Foster Youth populations at 4.3%, as well as the largest percentage of English Language Learners at 28.9%.

DEMOGRAPHICS Schools in 2024	Enrollment	African American	Native American	Asian	Filipino	Hispanic	Pacific Islander	White/not Hispanic	with Disabilities	SocioE Disadvantaged	ELL	Homeless/Foster
Prepa Tec LA	305	1.3				98.7			10.2	96.4	28.9	4.3
Southeast	1219	0.9	0.1		0.1	96.5		2.1	12.7	94	15.2	1.6
Henry T.Gage	1191	0.2			0.3	96.9		2.4	14.8	96	20.3	2.6
Charles Drew	647	16.7				80.5		1.9	13.6	99.8	22.6	2.1
Walnut Park	673	0.6				96.2		2.4	15.4	91.1	20.4	3.6
Thomas A. Edison	849	4.7		0.1		93.1	0.1	1.2	15.2	98.4	16.1	2.2
E. Markham	634	22.2				75.1		1.6	20.7	98.9	23.2	6.2
M. M. Bethune	877	12.4	0.1	0.1		84.9		1.6	14.1	96.2	20.1	3.5

<https://www.caschooldashboard.org>

Prepa Tec - Los Angeles is committed to serving a diverse student population, including many learners who face significant academic and socio-economic challenges. With approximately 98.6% of our students qualifying for Title I support and a large number, 28.9% of English Language Learners, we recognize the importance of meeting our students where they are and working diligently to accelerate their academic growth.

Top Five Resident Schools

Top Five Resident Schools				
Walnut Park Magnet	Charles Drew	E. Markham	Southeast	Edison
24.1%	21.5%	10.6%	9.0%	5.1%

The table above represents the five schools our students would otherwise attend constituting 71% of our total student population. A smaller percentage of students come from a variety of resident schools in Southeast and South Los Angeles.

Community Need for Charter School

Xavier Reyes, Founder and Chief Executive Officer of Alta Public Schools, is a lifelong member of the Southeast Los Angeles community. Motivated by a strong commitment to serving local families, Mr. Reyes and his wife, Co-Founder Griselda Hidalgo, established a nonprofit organization with the vision of expanding education. Their efforts led to the opening of Prepa Tec – Los Angeles in 2013, marking the continuation of Alta Public Schools’ mission to provide high-quality, community-centered education.

In Southeast Los Angeles, specifically the incorporated city of Huntington Park, families are seeking a more rigorous academically challenging educational program. That is the reason the founder brought the International Baccalaureate Middle Years Programme to this community. Prepa Tec - Los Angeles provides a community centered educational program that educates students in the 21st century, with life long skills. Prepa Tec - Los Angeles initiated the International Baccalaureate Middle Years Programme because of the life long impact that will carry them through into college and career readiness.

Prepa Tec - Los Angeles teachers emphasize through MYP, an intercultural understanding by integrating community history, student voice and lived experiences. By focusing on inquiry-based learning, interdisciplinary connections and real world relevance our IB MYP model supports deeper, more relevant learning. In low socio-economic disadvantaged and marginalized community such as the Southeast Los Angeles area, the long term impact of our IB MYP educational model, equips our learners with the knowledge to change their community.

Success of Key Features of the Educational Program

Prepa Tec – Los Angeles integrates a range of instructional strategies to provide individualized learning experiences for students while aligning with the International Baccalaureate Middle Years Programme framework. The school emphasizes differentiation within a student-centered environment, beginning each year with assessments in English Language Arts and Mathematics to inform instruction based on individual learning levels. Flexible grouping is utilized to respond to student needs and interests. Students are also given multiple pathways to demonstrate knowledge, including written narratives, oral presentations, projects, and models. Assignments are designed with varying levels of complexity to ensure that each learner is supported and challenged appropriately.

Instructional practice is reinforced with the use of manipulatives and hands-on resources across content areas. In Mathematics, students work with Algebra tiles, geometric solids, and fraction bars. In Science, they engage with models of cells, molecules, and circuits to make abstract concepts concrete. Design courses utilize coding kits to bring student ideas to life. Language Acquisition is further supported with flashcards, Thinking Maps, Marzano strategies, visual aids, and sentence starters that promote access for all learners.

Student progress is closely monitored through formative assessments such as quizzes, exit tickets, and reflection journals, providing daily opportunities to check for understanding. To deepen academic discourse and critical thinking, Socratic Seminars are being implemented to strengthen students’ ability to articulate ideas. Twice a year, student-led conferences provide an opportunity for learners to take ownership of their academic journey by leading discussions on their progress, growth, and goals.

International Baccalaureate Middle Years Programme

The Middle Years Programme is a rigorous framework that encourages students to make practical connections between their studies and the real world. The framework is comprised of eight subject groups, providing a broad

and balanced education for early adolescents. Each year, students in IB MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

The IB Middle Years Program is designed to provide students career planning and career readiness through mandated community service projects to discover their interests in real-world problems. An important factor in career planning is our integration of subjects with a focus on a culminating personal project that is student produced. Our IB MYP Framework is a roadmap that will take learning to the ultimate destination, academic success for each and every student. Students learn best when their learning has context and is connected to their lives and experiences. Using global contexts, IB MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- Identities and relationships
- Personal and cultural expression
- Orientations in space and time
- Scientific and technical innovation
- Fairness and development
- Globalization and sustainability.

A unifying thread throughout all IB MYP subject groups, Approaches to Learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn *how* to learn. IB learners strive to be caring members of their community who commit to making a positive difference.

Year	IB MYP Program Enrollment	Percentage of Students Actively Enrolled
21-22	273	100%
22-23	291	100%
23-24	305	100%
24-25	319	100%

Intentional Use of Data to Drive Instructional Decisions

Instructional decision-making is central to lesson planning, ensuring a balance between standards-based instruction and individualized learning. Teachers continuously monitor students’ cognitive levels to provide targeted support and enrichment, offering multifaceted pathways for engagement and growth.

At Prepa Tec - Los Angeles we use our i-Ready Assessments to identify strengths and gaps in student learning, then align instruction appropriately. Some examples of this methodology are small groups, interventions, and enrichment. By combining i-Ready Assessments with teacher created lessons, Prepa Tec - Los Angeles curricular departments can adjust to individual learning styles and address immediate student needs. Teachers evaluate student data during PLCs to adapt and differentiate instruction to individual students.

Our College Preparatory Math Curriculum (CPM) ensures that instruction is aligned to grade Use My Perspective Literature, California Treasures for English Language Arts at all level standards. By embedding skills learned from i-Ready into the broader curriculum sequence, there is a connection and alignment between instruction, remediation and enrichment. Our CPM curriculum focuses on problem based learning, collaborative problem solving and a deeper student understanding of Mathematical concepts.

PTLA aligns our intervention programs to content assessments to provide structure designed to close learning gaps. With this alignment, assessment results provide targeted remediation. The ongoing process of monitoring will then indicate the effectiveness of the intervention. It is this process between the foundational skills and intervention that ensures instruction is responsive to each student's needs.

Focus on the Core Content areas of English and Mathematics

Prepa Tec – Los Angeles is committed to strengthening student achievement by focusing on the core content areas of English Language Arts (ELA) and Mathematics. Recent data demonstrates steady growth across student groups, and the school will continue to build on this progress by refining instructional practices and interventions.

To sustain and accelerate improvement, PTLA will:

- Continue implementing targeted small-group instruction and differentiated supports in both ELA and Math.
- Strengthen intervention programs by using assessment data to guide instructional planning and progress monitoring.
- Expand professional learning opportunities through PLCs to ensure fidelity of curriculum implementation and effective instructional strategies.
- Enhance literacy and numeracy development with IB-aligned practices that support inquiry, critical thinking, and problem-solving.
- Through these efforts, PTLA will ensure that all students build a strong foundation in literacy and numeracy, positioning them for long-term academic success within the IB framework and beyond.

Goals and Philosophy

Prepa Tec Mission, Vision and Values

Prepa Tec - Los Angeles' Mission: To provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century.

Prepa Tec - Los Angeles' Vision: To create a world class school in a community of need.

Prepa Tec - Los Angeles' Values: We work to open the doors of opportunity to all students in need through a world-class education - which is overlaid by our vision, mission and our objectives for each school. We:

LEAD Always - is inclusive leadership; we listen first, provide the tools for success, and measure for accountability.

RIGOR Always - in learning, communication, finances, operations, growth, and culture.

FAMILY Always - in all we do; we take care and investment in people.

LEARN Always - is introspection and dedication to the learning process

We strive each day to fulfill our mission by providing an IB education, aligning all instruction with California State Standards, building positive student character, and continuous connection to our community. Through the IB Framework and alignment with California State Standards, instruction is inquiry based and holds students accountable for their learning. By allowing students inquiry and agency, they hold a deeper connection to what they are learning.

A key component of Prepa Tec - Los Angeles' mission directly aligns with the mission of IB, preparing students for a global society. An aim of Prepa Tec - Los Angeles is to not only obtain high academic achievement, but send our students out into society to be prepared to succeed. In embedding PBIS, students are taught, encouraged, and develop positive relationships with their peers and learning.

The community surrounding Prepa Tec - Los Angeles understands and supports our students who are working on Personal Projects by supporting their connection to the community. Some of the ways that the community supports our students is by providing donations, clarifications, time, space for presentation and furthering knowledge in their selected topic of inquiry.

By teaching through the IB framework and State standards, we will cultivate relationships with educational partners, working together toward continuous improvement and preparing students for the challenges of the 21st century. We will uphold a standard of academic excellence that empowers students to exceed expectations, develop self-awareness and empathy, take responsibility, remain inquisitive, and embrace learning with joy.

Educated Person in the 21st Century

Prepa Tec - Los Angeles believes educated citizens of the 21st century must have global awareness and a solid foundation in science, math, history, literature, and language arts. With such knowledge, Prepa Tec - Los Angeles students will be able to keep up with the rapid growth of the following:

- Science and Technology
- Contextualized learning and understand its global implications
- Interconnectedness Learning

Prepa Tec - Los Angeles believes well-educated individuals are intrinsically motivated to seek out new ideas and information from a variety of perspectives. A 21st Century education reflects the rapid, and often unpredictable, changes in our world.

The IB MYP Programme helps students consider global issues and problems inspiring action and deeper investigation. Students are encouraged to recognize relationships between school, community and the world, further providing relevant knowledge, experience and critical thinking skills to solve authentic problems. These are the following IB MYP goals:

- By June 2031, PTLA teachers will have at least 100% of their IB units written, taught and assessed.
- By June 2031, IB requirements will maintain status as an authorized IB World School.
- By June 2031, 8th graders' IB Personal Projects will be fully interdisciplinary.
- By June 2031, IB rubrics will be formatted to IB guidelines.

The educated person of the 21st century has a love of learning that will enable them to be lifelong, independent learners, quickly adjusting to changes in core knowledge. Students must be able to work productively and cooperatively in a multicultural environment. We teach students to consider multiple perspectives and intercultural awareness, tolerance, respect and empathy.

Prepa Tec – Los Angeles prepares students with the 21st century skills necessary for success in college, career, and life. Instruction is designed to foster critical thinking, creativity, collaboration, and communication, while also building digital literacy, problem-solving, and adaptability. Students engage in inquiry-based learning that emphasizes global awareness, civic responsibility, and cross-cultural understanding. By integrating these skills into the IB MYP framework, PTLA ensures that graduates are not only academically prepared but also equipped to thrive as responsible, innovative, and engaged citizens in an ever-changing world.

Prepa Tec – Los Angeles recognizes that 21st century skills are essential for preparing students to address the complex and persistent challenges facing society. The school fosters these skills by maintaining high standards of academic excellence, modeling democratic values, and providing developmentally appropriate learning experiences. Through this approach, students are encouraged to think critically and creatively, collaborate effectively, and engage responsibly with their communities. By embedding these competencies within the IB MYP framework, PTLA equips students with the tools necessary to develop workable solutions to real-world problems and to contribute meaningfully as global citizens.

The foundation of the IB MYP is to build and sustain the crucial skills and knowledge in order to thrive in the 21st century. The Approaches to Learning Skills and the Learner Profile attributes are embedded within all subject areas each year of the program, as detailed below.

Approaches to Learning Skills:

- *Communication:*

- Exchanging thoughts, messages and information effectively through interaction
 - Reading, writing, speaking, listening and using language to gather and communicate information
- *Thinking:*
 - Critical Thinking: analyzing and evaluating issues and ideas
 - Creativity and Innovative Thinking: developing skills and ideas that never existed before
 - Transfer: utilizing skills and knowledge in multiple contexts
- *Research:*
 - Information Literacy: finding, interpreting, judging and creating information
 - Media Literacy: interacting with media to use and create ideas and information
- *Self-Management:*
 - Organization Skills: managing time and tasks effectively
 - Affective Skills: managing state of mind
 - Reflection: considering and reconsidering what has been learned
- *Social:*
 - Collaboration Skills: working effectively with others

College and Career Readiness

Prepa Tec – Los Angeles believes that a well-educated 21st century student must be prepared for both college and career. Beginning in 6th grade and continuing through 8th grade, the school integrates college and career awareness into the curriculum so that students begin to see the connection between their current studies and future opportunities. Instruction emphasizes the development of strong foundational skills in English, Mathematics, science, and the arts, while also fostering inquiry, collaboration, and problem-solving within the IB MYP framework.

All courses are designed to provide students with the academic preparation, transcripts, and test scores necessary to enter rigorous high schools and remain on track for higher education. This preparation is paired with guidance that helps students explore pathways and envision their long-term goals, ensuring they can identify and pursue their best-fit college or university. By embedding these experiences into the middle school years, PTLA ensures students are not only academically ready but also equipped with the confidence, skills, and awareness to thrive in the next stages of their educational journey.

Prepa Tec - Los Angeles Goals

Students are Motivated Life Long Learners

Prepa Tec - Los Angeles will create a culture of independent thinkers through the participation of the IB MYP process developing their capacity to analyze, synthesize, and evaluate knowledge. Each of these capacities builds the foundation of the intellectual tools needed to be able to think, read, write, speak, and listen confidently and effectively. They will be fluent in technology, creative in problem solving, literate in scientific and mathematical reasoning, self-motivated and committed to lifelong learning.

Consistent with the California Charter Schools Act, these combined goals enable all students to become self-motivated, competent, and lifelong learners. Strong academic preparation aimed at career and college readiness

gives students a foundation to continue learning over a lifetime. Requirements for California Education Code §47605(b)(5)(A)(ii)

School-Wide Goals

To establish a community of 21st century learners where each one of our members feels invited and welcomed to a school culture where they feel safe, supported, motivated, and challenged to achieve and thrive academically, socially, and emotionally. At Prepa Tec - Los Angeles we aim to implement the International Baccalaureate Program with fidelity.

Requirements of Education Code Section 47605(c)(5)(A)(ii), including a description of Prepa Tec-Los Angeles’ annual goals for all students (ie., school wide) and for each student group of subgroup students for each of the 8 state priorities and any local priorities and a description of the specific annual actions the charter school will take to achieve each of the identified goals.

LCFF State Priorities

As per the requirements of Education Code § 47605(b)(5)(A)(ii), including: Prepa Tec - Los Angeles’ annual goals, for all pupils (i.e., school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d) by the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as it may be amended from time to time. Please see the “LCFF State Priorities” template provided below. This partial template provides the layout for one goal; repeat the same template layout for each goal in order to create a complete LCFF table. Description of the Prepa Tec - Los Angeles’ specific annual actions the school will take to achieve each of the identified annual goals.

Prepa Tec - Los Angeles pursues the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

Goal #	Description	Type of Goal
1	Provide a safe and welcoming environment where students are engaged in Quality Learning by a Diverse Qualified Staff	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal # 1 was developed to support the Basic Conditions of Learning for the LEA. These Basic Conditions are identified as a clean and well maintained facility, highly qualified teachers and an instructional program aligned to the state standards. Clean and well maintained schools can alleviate student stress levels, create a sense of order and calmness and reduce absenteeism which affects academic learning. Data has shown that students taught by highly qualified, well trained teachers score one grade level higher than students taught by unqualified teachers. A highly qualified teacher is knowledgeable in content and maintains an effective delivery of that content.

All students have the right to educational opportunity. The instructional alignment to the state standards provides the opportunity for all students attending a standards based organization a consistent learning objective in every content area. In addition to instruction in the State Standards, English Learners also have access and are instructed in English language Development Standards. A standards based education promotes high expectations and accountability for all students, teachers and administrators. It is also imperative that all students have access to a Broad Course of Study. Allowing students to select classes that are aligned to 21st Century skills will enable students to have access to the wonderful opportunities available in the professional world.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Act, Yearly Facilities Inspection	December 2023 98% Excellent	May 2024 98% Excellent		100%	
1.2	SARC Report: Appropriately Credentialed Teachers by Subject Area	2021-22 88.74%	2024/25 98%		100%	
1.3	All Students Access to Standards Based Instructional Materials. Measured by Williams' Textbook Sufficiency Report	Nov. 2023 LACOE determined a sufficiency of instructional materials exists	May 2024 No deficiency in Instructional materials		100% Sufficiency	
1.4	All students receive a Broad Course of Study aligned to the IB framework as evidenced by Master Schedule Course offerings, which includes: Performing Arts, Graphic Arts, Information Technology	100%	100%		100%	
1.5	All students, including English Learners & SWD, receive instruction aligned to state	100%	100%		100%	

	adopted academic content and performance standards as evidenced by Master Schedule and Weekly Unit Plans.					
1.6	English Learner Students have access to and are instructed in English Language Development as evidenced by Master Schedule and Weekly Unit Plans	100%	100%		100%	

Goal #	Description	Type of Goal
2	Student Academic Success by increasing pupil outcomes for all statewide and local assessments, i.e. SBAC, ELPAC, iReady and EL Reclassification.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Student Academic success is paramount to the LEA and is measured through statewide and district assessments. The purpose of these assessments provides the LEA with a template which informs teachers, administrators and parents of the educational level and/or placement of a student in relationship to other students within that grade level. From this data the LEA will modify instruction, identify sub areas of student academic levels, identify gaps in knowledge and establish a benchmark for individual students. Reclassification of EL Learners will increase the learning trajectory of EL learners by opening the door for more rigorous academic courses. To support the program of reclassification, the LEA will provide focused training on effective ELD instruction, establish a constant ELD instructional time and set ELPI goals for families and students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA School Dashboard English Language Arts (ELA) Academic Indicator	2023 Dashboard Distance from Standard: *All Students-61.3 Points *Hispanic-61.1 Points *ELL-101 Points *LTELs [TBD] *RFEP-36.9 Points *EO-60.2 Points *SWD-168.1 Points *Socioeconomically Disadvantaged-61.6 Points	2023 Dashboard Distance from Standard: *All Students-61.3 Points *Hispanic-61.1 Points *ELL-101 Points *LTELs [TBD] *RFEP-36.9 Points *EO-60.2 Points *SWD-168.1 Points *Socioeconomically Disadvantaged-61.6 Points		2026 Dashboard Distance from Standard All Students- 51.3 DFS Hispanic- 51.3 DFS ELL 91 DFS LTELs (TBD) RFEP 26.9 DFS EO 52.2 DFS SWD 168.1 DFS Socioeconomically Disadvantage 51.6 DFS	
2.2	CA School Dashboard Mathematics Academics Academic Indicator	2023 Dashboard Distance from Standard: *All Students-134.9 Points	2023 Dashboard Distance from Standard: *All Students-134.9 Points		2026 Dashboard Distance From Standard All Students-124.9 DFS	

		<p>*Hispanic-134.5 Points</p> <p>*EL-164.1Points</p> <p>*LTEs [TBD]</p> <p>*RFEP-123.8 Points</p> <p>*EO-146.6 Points</p> <p>*SWD-196.5 Points</p> <p>*Socioeconomically Disadvantaged-134.4 Points</p>	<p>*Hispanic-134.5 Points</p> <p>*EL-164.1Points</p> <p>*LTELs [TBD]</p> <p>*RFEP-123.8 Points</p> <p>*EO-146.6 Points</p> <p>*SWD-196.5 Points</p> <p>*Socioeconomically Disadvantaged-134.4 Points</p>		<p>Hispanic-124.5 DFS</p> <p>EL-154.1 DFS</p> <p>LTEs (TBD)</p> <p>RFEP-113.8 DFS</p> <p>EO-136.6DFS</p> <p>SWD-186.5 DFS</p> <p>Socioeconomically Disadvantaged-124.4 DFS</p>
2.3	Dashboard Documentation - English Learner Progress Indicator (ELPI)	<p>2023 Dashboard: 46.1% Making Progress toward English Language Proficiency. 45.1% Progressed at least 1 ELPI level. 4.9% Maintained ELPI Lvl 4 30.5% Maintained ELPI Lvl 1, 2L, 2H, 3L, 3H 19.5% Decreased at least One ELPI Level</p>	<p>2023 Dashboard: 46.1% Making Progress toward English Language Proficiency. 45.1% Progressed at least 1 ELPI level. 4.9% Maintained ELPI Lvl 4 30.5% Maintained ELPI Lvl 1, 2L, 2H, 3L, 3H 19.5% Decreased at least One ELPI</p>		<p>Increase Students Making Progress toward English Language Proficiency by 20%.</p> <p>Increase students who Progressed at least 1 ELPI level by 15%</p> <p>Reduce students who decrease ELPI levels by 10%</p>
2.4	I-Ready Reading	<p>Spring 2023 Student Scores: All Students 8%-Mid or Above Grade Level 9%-Early on Grade Level 19%-One Grade Level Below 12%-Two Grade Levels Below 52%-Three or More Grade Levels Below</p> <p>English Learners 2%-On or Above Grade Level 7%-One Grade Level Below 40%-Two Grade Levels Below 51% Three or more grade levels below</p> <p>SWD 3%-On or Above Grade Level 3%-One Grade Level Below</p>	<p>Spring 2024 Student Scores: All Students 12%-Mid or Above Grade Level 16%-Early on Grade Level 18%-One Grade Level Below 10%-Two Grade Levels Below 44%-Three or More Grade Levels Below</p> <p>English Learners 13% - Mid or Above Grade Level 12% - Early on grade level 23% - One Grade Level Below 31%-Two grade levels below 21% - Three or more grade levels below</p> <p>SWD 7%-Mid or Above Grade Level 8%Early on grade level 16%-One Grade Level Below 38% -Two</p>		<p>All Students 20% Will Score Mid or Above Grade Level 20% Will Score Early on Grade Level 35% Will Score One Grade Level Below 20% Will Score Two or More Grade Levels Below 0.5% Will Score Three or More Grade Levels Below</p> <p>Grade 6 20% Will Score Mid or Above Grade Level 15% Will Score Early on Grade Level 35% Will Score One Grade Level Below 25% Will Score Two or More Grade Levels Below 0.5% Will Score Three Grade Levels Below</p> <p>Grade 7 20% Will Score Mid or Above Grade level 35% Will Score Early On Grade Level</p>

		<p>93%-Two or More Grade Levels Below</p> <p>Grade 6 0.8%-Mid or Above Grade Level 0.4%-Early on Grade Level 21%-One Grade Level Below 17%-Two Grade Levels Below 50%-Three or More Grade Levels Below</p> <p>Grade 7 0.8%-Mid or Above Grade Level 10%-Early on Grade Level 16%-One Grade Level Below 11%-Two Grade Levels Below 54%-Three or More Grade Levels Below</p> <p>Grade 8 0.8%-Mid or Above Grade Level 13%-Early on Grade Level 19%-One Grade Level Below 0.7%-Two Grade Levels Below 53%-Three or More Grade Levels Below</p>	<p>grade levels below 31% - Three or more grade levels below Grade 6 17% - Mid or Above Grade Level 13% - Early on Grade Level 23% - One Grade Level Below 14% - Two Grade Levels Below 33 % - Three or More Grade Levels Below</p> <p>Grade 7 10% - Mid or Above Grade Level 18% - Early on Grade Level 19% - One Grade Level Below 10% - Two Grade Levels Below 43% - Three or More Grade Levels Below</p> <p>Grade 8 9% - Mid or Above Grade Level 16% - Early on Grade Level 14% - One Grade Level Below 8% - Two Grade Levels Below 53% - Three Or More Grade levels below</p>		<p>30% Will Score One Grade Level Below 10% Will Score Two Grade levels Below 0.5% Will Score Three or More Grade levels Below</p> <p>Grade 8 20% Will Score Mid or Above Grade Level 35% Will Score Early On Grade Level 30% Will Score One Grade Level Below 10% Will Score Two Grade levels Below 0.5% Will Score Three or More Grade Levels Below</p>	
2.5	I-Ready Math	<p>Spring 2024 Student Scores: All Students 2%-Mid or Above Grade Level 8%-Early On Grade Level 27%-One Grade Level Below 17%-Two Grade Levels Below 45%-Three or More Grade Levels Below</p> <p>English Learners 1%-On or Above Grade Level 11%-One Grade Level Below 88%-Two or More Grade Levels Below</p> <p>SWD</p>	<p>Spring 2024 Student Scores: All Students 7% - Mid or Above Grade Level 7% - Early On Grade Level 22% - One Grade Level Below 15% - Two Grade Levels Below 49% - Three or More Grade Levels Below</p> <p>English Learners 7% - Mid or Above Grade Level 7% - Early On Grade Level 25% - One Grade Level Below 16% - Two Grade Levels Below 45%</p>		<p>All Students 20% Will Score Above Grade Level 25% Will Score Early On Grade level 30% Will Score One Grade Level Below 15% Will Score Two Grade Levels Below 10% Will Score Three or More Grade Levels Below.</p> <p>Socio- Economically Disadvantaged 35%-On or Above Grade Level 40%-One Grade Level Below 25%-Two or More Grade Levels Below</p> <p>English Learners 35%-On or Above Grade Level 40%-One Grade Level Below</p>	

	<p>0%-On or Above Grade Level</p> <p>0%-One Grade Level Below</p> <p>100%-Two or More Grade Levels Below</p> <p style="text-align: center;">Grade 6</p> <p>0.0%-Above Grade level</p> <p>11%-Early On Grade level</p> <p>34%-One Grade Level Below</p> <p>22%-Two Grade Levels Below</p> <p>33%-Three or More Grade levels Below</p> <p style="text-align: center;">Grade 7</p> <p>0.2%-Mid or Above Grade level</p> <p>0.4%-Early On Grade Level</p> <p>19%-One Grade level Below</p> <p>13%-Two Grade levels Below</p> <p>62%-Three or More Grade levels Below</p> <p style="text-align: center;">Grade 8</p> <p>0.6%-Mid or Above Grade Level</p> <p>11%-Early On Grade level</p> <p>31%-One Grade Level Below</p> <p>17%-Two Grade Levels Below</p> <p>36%-Three or More Grade Levels Below</p>	<p>Three or more grade levels below</p> <p>SWD</p> <p>7% - Mid or Above Grade Level</p> <p>8% - Early On Grade level</p> <p>25% - One Grade Level Below</p> <p>16% -Two Grade Levels Below 44% - Three or More Grade levels Below</p> <p style="text-align: center;">Grade 6</p> <p>4% - Mid Or Above Grade level</p> <p>8% - Early On Grade level</p> <p>30% - One Grade Level Below</p> <p>18% -Two Grade Levels Below 40% - Three or More Grade levels Below</p> <p>Grade 7 12% - Mid or Above Grade level 7% - Early On Grade Level 29%-One Grade level Below 14%-Two Grade levels Below 48%-Three or More Grade levels Below</p> <p style="text-align: center;">Grade 8</p> <p>7% - Mid or Above Grade Level</p> <p>6% - Early On Grade level</p> <p>18% - One Grade Level Below</p> <p>15% - Two Grade Levels Below 54%- Three Or More Grade levels Below</p>	<p>25%-Two or More Grade Levels Below</p> <p>SWD</p> <p>35%-On or Above Grade Level</p> <p>40%-One Grade Level Below</p> <p>25%-Two or More Grade Levels Below</p> <p style="text-align: center;">Grade 6</p> <p>15% All Score Mid or Above Grade level 20% Will Score Early on Grade Level</p> <p>25% Will Score One Grade Levels Below</p> <p>30% Will Score Two Grade Levels Below</p> <p>10% Will Score Three or More Grade Levels Below</p> <p style="text-align: center;">Grade 7</p> <p>15% Will Score Above Grade Level</p> <p>25% Will Score Early On Grade Level</p> <p>25% Will Score One Grade level Below</p> <p>25% All Score Two Grade levels Below</p> <p>10% Will Score Three or More Grade Levels Below</p> <p style="text-align: center;">Grade 8</p> <p>25% Will Score Above Grade Level</p> <p>20% Will Score Early On Grade Level</p> <p>20% Will Score One Grade Level Below</p> <p>25% Will Score Two Grade levels Below</p> <p>10% Will Score Three or More Grade levels Below</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goal

Goal #	Description	Type of Goal
3	Actively Engage Students, Family & Community in student learning and well being	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is developed by the LEA to support students, families and the organization in an equitable manner. Engagement is a level of involvement, commitment and connection that individuals have toward the LEA mission and vision. Benefits for students are improved social well being and cognitive skills, a reduction of anxiety and aggression, better grades, improved attendance and increased literacy and numeracy growth. Input was provided for the 2024/25 LCAP through a series of meetings with staff, parents and students. Ideas for engagement of students were: additional and ongoing incentives, campus murals, high school and college fairs and guest motivational speakers.

Engagement benefits families through inclusion and connection to the LEA, access to LEA resources, mutually supportive relationships and a higher level of a sense of agency. Input from parents and community members to increase engagement were parent workshops/classes, e.g. English Classes, Technology Classes, Homework Assistance Classes and classes in how to apply for college scholarships and grants. Day to day parental involvement focused on parents volunteering regularly at the LEA and the establishment of a Parent Teacher Association (PTA). This engagement will support the LEA through improved moral, continuity of staff, insight into family dynamics and a better understanding of multicultural and community awareness. Increased family and student engagement benefits the students directly through: increased critical thinking, limitless creative thinking and open communication & collaboration.

Pupil engagement and involvement is demonstrated through consistent attendance and consistent positive behavior. It is this consistency that goes toward establishing a positive day to day climate and a culture of learning. The LEA will focus on supporting students that are chronically absent and students whose behavior may preclude them learning to their full potential through a multi-tiered-system of supports.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate Measured by SIS Attendance Documentation	The 2023/24 SIS Attendance Rate: 90.12% - All Students 90.12%-SWD 90.12% -ELL Students	The 2023/24 SIS Attendance Rate: 91.26% - All Students 91.32%-SWD 91.44% -ELL Students		Increase Attendance Rate by 6% for all students including subgroups	
3.2	Chronic Absenteeism Rate per California Dashboard	2023 Dashboard - Percent Chronically Absent: 42.5%-All Students 29%-Hispanic 29.7%-Socioeconomically Disadvantaged 45.7%-SWD 29.5%-ELL	2023 Dashboard - Percent Chronically Absent: 36.4%-All Students 26.4%-Hispanic 26.4%-Socioeconomically Disadvantaged 45.7%-SWD 29.5%-ELL		Reduce chronic absenteeism rate for all students including subgroups by 20%	
3.3	Suspension Rate Data Source: California Dashboard	2023 Dashboard, Percent suspended at least one day: All Students-2%	2023 Dashboard, Percent suspended at least one day: All Students-1.1%		Reduce suspension rate: All students including subgroups to < 1%	

		ELL-1.9% Hispanic-2% Socioeconomically Disadvantaged-2% SWD-2.9%	ELL-1.1% Hispanic-1.1% Socioeconomically Disadvantaged-1.1%			
3.4	Discipline Referral Rate Data Source: PBIS Data Base	2023/24 School Year the percent of students were sent out of the classroom for disciplinary reasons: 8% of all students 11% of SWD 6% of ELL students	2023/24 School Year the percent of students were sent out of the classroom for disciplinary reasons: 6% of all students 5.3% of SWD 6% of ELL students		Reduce the discipline referrals: all students including subgroups to < 1%	
3.5	Survey Results Students, Parents, Teachers, Classified Staff High Quality Teaching and Learning	2023/24 Survey taken from 134 Respondents. Percent Feel There is High Quality Teaching & Learning: 73.7% of Parents 46.68% of Students 42.86% of Teachers 45.83% of Classified Staff	2023/24 Survey taken from 134 Respondents. Percent Feel There is High Quality Teaching & Learning: 82.6% of Parents 51.68% of Students 47.16% of Teachers 49.24% of Classified Staff		Increase percent that Feel there is High Quality Teaching & Learning: by 10% for Parents by 20% for Students by 30% for Teachers by 30% for Classified Staff	
3.6	Survey Results Students, Parents, Teachers, Classified Staff School Participation & Engagement	2023/24 Percent Feel Engaged in the School: 70.62% of Parents 35.35% of Students 41.18% of Teachers 31.94% of Classified Staff	2023/24 Percent Feel Engaged in the School: 76.55% of Parents 39.55% of Students 51.38% of Teachers 51.13% of Classified Staff		Increase Percent That Feel Engaged in the LEA: by 10% for Parents by 30% for Students by 30% for Teachers by 35% for Classified Staff	
3.7	Survey Results Students, Parents, Teachers, Classified Staff School Environment	2023/24 - Percent Feel the LEA has a Positive Environment: 72.56% of Parents 35.89% of Students 44% of Teachers 28.65% of Classified Staff	2023/24 - Percent Feel the LEA has a Positive Environment: 77.11% of Parents 38.93% of Students 51.1% of Teachers 37.22% of Classified Staff		Increase Percentage of Parents that Feel the LEA has a Positive Environment: by 9% for Parents by 30% for Students by 30% for Teachers by 45% for Classified Staff	

3.8	Survey Results Students, Parents, Teachers, Classified Staff School Culture	2023/24 - Percent Feel the LEA has a Positive Culture: 72.11% of Parents 31.63% of Students 60.67% of Teachers 35.83% of Classified Staff	2023/24 - Percent Feel the LEA has a Positive Culture: 78.23% of Parents 39.12% of Students 65.66% of Teachers 47.35% of Classified Staff		Increase Percent that Feel the LEA Has a Positive Culture: Parents to 90% Students to 85% Teachers to 90% Classified Staff to 90%	
-----	------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------	--

LCFF STATE PRIORITIES	
GOAL #1	
Conditions of Learning: Provide a safe and welcoming environment where students are engaged in Quality Learning by a Diverse Qualified Staff	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8
	Local Priorities: N/A
Specific Annual Actions to Achieve Goal	
<p>A. Clean and Well Maintenance Facilities: Clean and well maintained schools</p> <ul style="list-style-type: none"> • Can alleviate student stress levels, • Create a sense of order • calmness and reduce absenteeism which affects academic learning <p>B. Highly Qualified Teachers: A highly qualified teacher is knowledgeable in content and maintains an effective delivery of that content</p> <ul style="list-style-type: none"> • A highly qualified teacher is knowledgeable in content and maintains an effective delivery of that content. • Well trained teachers score one grade level higher than students taught by unqualified teachers <p>C. State Aligned Instructional Program: The instructional alignment to the state standards provides the opportunity for all students attend standards based organization with</p> <ul style="list-style-type: none"> • a consistent learning objective in every content area • English Learners also have access and are instructed in English language Development Standards • Access to a Broad Course of Study <p>• Safe and Compliant Facility: maintain a safe and compliant facility</p>	
Expected Annual Measurable Outcomes	

Priority 1 Outcome A: Basic (Conditions of Learning)
 Metric/Method for Measuring: 1.1 Williams Act, Yearly Facilities Inspection

Metric	Baseline December 2023	May 2024	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028	Targeted 2028-2029
Williams Act, Yearly Facilities Inspection	98%	98%	100%	100%	100%	100%

Priority 1 Outcome B: Highly Qualified Teachers (Conditions of Learning)
 Metric/Method for Measuring: 1.2 SARC Report, Appropriately Credentialed Teachers by Subject Area

Metric	Baseline 2021-2022	2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028	Targeted 2028-2029
SARC Report, Appropriately Credentialed Teachers by Subject Area	88.74%	98%	98%	98%	98%	98%

Priority 2 Outcome C: State Standards (Conditions of Learning)
 Metric/Method for Measuring: All Students Access to Standards Based Instructional Materials/Measured by Williams' Textbook Sufficiency Report

Metric	Baseline Nov. 2023	May 2024	Targeted May 2025	Targeted May 2026	Targeted May 2027	Targeted May 2028
Williams' Textbook Sufficiency Report	LACOE determined a sufficiency of instructional materials exists	No deficiency in Instructional materials	No deficiency in Instructional materials	No deficiency in Instructional materials	No deficiency in Instructional materials	No deficiency in Instructional materials

Priority 7 Outcome C: Course Access /State Aligned Instructional Program (Conditions of Learning)
 Metric/Method for Measuring: IB Framework/Master Schedule

Metrics	Baseline 2023	2024	Targeted 2025	Targeted 2027	Targeted 2028	Targeted 2029
IB Framework, Master Schedule	100%	100%	100%	100%	100%	100%
Master Schedule and Weekly	100%	100%	100%	100%	100%	100%

Unit Plans						
English Learner Students have access to and are instructed in English Language Development as evidenced by Master Schedule and Weekly Unit Plans	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
<p>Conditions of Learning: Student Academic Success by increasing pupil outcomes for all statewide and local assessments, i.e. SBAC, ELPAC, i-Ready and EL Reclassification.</p>	<p>Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p>
	Local Priorities: N/A
Specific Annual Actions to Achieve Goal	
<p>A. Student Academic Success: increasing pupil outcomes for all statewide and local assessments, i.e. SBAC, ELPAC, i-Ready and EL Reclassification</p> <p>B. Course Access: support the program of reclassification LEA will provide focused training on effective ELD instruction, establish a constant ELD instructional time and set ELPI goals for families and students</p> <p>C. Other Pupil Outcomes: Reclassification of EL Learners will increase the learning trajectory of EL learners by opening the door for more rigorous academic courses</p> <p>Expected Annual Measurable Outcomes</p>	
Expected Annual Measurable Outcomes	

<p>Priority 4 Outcome A: Pupil Achievement (Pupil Outcomes) Metric/Method for Measuring: 2023 Dashboard Distance from Standard (DFS) CA School Dashboard English Language Arts (ELA) Academic Indicator</p>

Applicable Student Groups	2023 Dashboard	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028	Targeted 2028-2029
All Students	61.3 points	<10.0	<10.0	<10.0	<10.0	<10.0
Hispanic	61.1 points	<9.8	<9.8	<9.8	<9.8	<9.8
EL	101 points	<10.0	<10.0	<10.0	<10.0	<10.0
LTELEs	TBD	TBD	TBD	TBD	TBD	TBD
RFEP	36.9 oints	<10.0	<10.0	<10.0	<10.0	<10.0
EO	60.2 points	<8.0	<8.0	<8.0	<8.0	<8.0
SWD	168.1 points	<0.0	<0.0	<0.0	<0.0	<0.0
Socioeconomically Disadvantaged	61.6 points	<10.0	<10.0	<10.0	<10.0	<10.0
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Priority 4 Outcome A: Pupil Achievement (Pupil Outcomes) Metric/Method for Measuring: 2023 Dashboard Distance from Standard (DFS) CA School Dashboard Math Academic Indicator						
Applicable Student Groups	2023 Dashboard	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028	Targeted 2028-2029
All Students	134.9 points	<10.0	<10.0	<10.0	<10.0	<10.0
Hispanic	134.5 points	<10.0	<10.0	<10.0	<10.0	<10.0
EL	164.1 points	<10.0	<10.0	<10.0	<10.0	<10.0
LTEs	TBD	TBD	TBD	TBD	TBD	TBD
RFEP	123.8 points	<10.0	<10.0	<10.0	<10.0	<10.0
EO	146.6 points	<10.0	<10.0	<10.0	<10.0	<10.0
SWD	196.5 points	<10.0	<10.0	<10.0	<10.0	<10.0
Socioeconomically Disadvantaged	134.4 points	<10.0	<10.0	<10.0	<10.0	<10.0
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Priority 8 Outcome C: Other Pupil Outcomes (Pupil Outcomes) Metric/Method for Measuring: 2023 Dashboard (%) making progress towards English Language Proficiency CA School Dashboard ELPI Indicator						
Applicable Student Groups	2023 Dashboard	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028	Targeted 2028-2029
EL	46.1%	<26.1%	<26.1%	<26.1%	<26.1%	<26.1%
Progressed at least 1 ELPI level.	45.1%	<30.1%	<30.1%	<30.1%	<30.1%	<30.1%
Maintained ELPI Lvl 4	4.9%	<0.0%	<0.0%	<0.0%	<0.0%	<0.0%
Maintained ELPI Lvs 1, 2L, 2H, 3L, 3H	30.5%	<0.0%	<0.0%	<0.0%	<0.0%	<0.0%
Decreased at least One ELPI Level	19.5%	<4.5%	<4.5%	<4.5%	<4.5%	<4.5%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 4 Outcome A: Pupil Achievement (Pupil Outcomes)
 Metric/Method for Measuring: I-Ready Reading

Applicable Student Groups		Baseline 2023	Spring 2024	Targeted Spring 2025	Targeted Spring 2027	Targeted Spring 2028	Targeted Spring 2029
ALL	Mid or Above Grade Level	8%	12%	20%	20%	20%	20%
	Early on Grade Level	9%	16%	20%	20%	20%	20%
	On or Above Grade Level	N/A	N/A	N/A	N/A	N/A	N/A
	One Grade Level Below	19%	18%	35%	35%	35%	35%
	Two Grade Levels Below	12%	10%	20%	20%	20%	20%
	Three or More Grade Levels Below	52%	44%	0.5%	0.5%	0.5%	0.5%
English Learners	Mid or Above Grade Level	N/A	N/A	N/A	N/A	N/A	N/A
	Early on Grade Level	N/A	12%	17%	17%	17%	17%
	On or Above Grade Level	2%	13%	18%	18%	18%	18%
	One Grade Level Below	7%	23%	28%	28%	28%	28%
	Two Grade Levels Below	40%	31%	36%	36%	36%	36%
	Three or more grade levels below	51%	21%	26%	31%	N/A	N/A
6th grade	Mid or Above Grade Level	0.8%	17%	20%	20%	20%	20%
	Early on Grade Level	0.4%	13%	15%	15%	15%	15%

	On or Above Grade Level	N/A	N/A	N/A	N/A	N/A	N/A
	One Grade Level Below	21%	23%	35%	35%	35%	35%
	Two Grade Levels Below	17%	14%	25%	25%	25%	25%
	Three or more grade levels below	50%	33%	0.5%	0.5%	0.5%	0.5%
7th grade	Mid or Above Grade Level	0.8%	10%	20%	20%	20%	20%
	Early on Grade Level	10%	18%	35%	35%	35%	35%
	On or Above Grade Level	N/A	N/A	N/A	N/A	N/A	N/A
	One Grade Level Below	16%	19%	30%	30%	30%	30%
	Two Grade Levels Below	11%	10%	10%	10%	10%	10%
	Three or more grade levels below	54%	43%	0.5%	0.5%	0.5%	0.5%
8th grade	Mid or Above Grade Level	0.8%	9%	20%	20%	20%	20%
	Early on Grade Level	13%	16%	35%	35%	35%	35%
	On or Above Grade Level	N/A	N/A	N/A	N/A	N/A	N/A
	One Grade Level Below	19%	14%	30%	30%	30%	30%
	Two Grade Levels Below	0.7%	8%	10%	10%	10%	10%
	Three or more grade levels below	53%	53%	0.5%	0.5%	0.5%	0.5%
	On or Above Grade Level	3%	N/A	8%	8%	8%	8%
	Mid or Above Grade Level	N/A	7%	12%	12%	12%	12%

Students with Disabilities	Early on grade level	N/A	8%	13%	13%	13%	13%
	One Grade Level Below	3%	16%	21%	21%	21%	21%
	Two or More Grade Levels Below	93%	38%	35%	35%	35%	35%
	Three or more grade levels below	N/A	31%	26%	26%	26%	26%
Other	Socioeconomically Disadvantaged	*	*	*	*	*	*
	Foster Youth	*	*	*	*	*	*
	African American Students	*	*	*	*	*	*
	American Indian/Alaska Native Students	*	*	*	*	*	*
	Asian Students	*	*	*	*	*	*
	Filipino Students	*	*	*	*	*	*
	Native Hawaiian/Pacific Islander	*	*	*	*	*	*
	Students of Two or More Races	*	*	*	*	*	*
	White Students	*	*	*	*	*	*

Priority 4 Outcome A: Pupil Achievement (Pupil Outcomes) Metric/Method for Measuring: I-Ready Math							
Applicable Student Groups	Baseline 2023	Spring 2024	Targeted Spring 2025	Targeted Spring 2027	Targeted Spring 2028	Targeted Spring 2029	
Mid or Above Grade Level	2%	7%	20%	20%	20%	20%	

ALL	Early on Grade Level	8%	7%	25%	25%	25%	25%
	On or Above Grade Level	N/A	N/A	N/A	N/A	N/A	N/A
	One Grade Level Below	27%	22%	30%	30%	30%	30%
	Two Grade Levels Below	17%	15%	15%	15%	15%	15%
	Three or More Grade Levels Below	45%	49%	10%	10%	10%	10%
English Learners	Mid or Above Grade Level	N/A	7%	N/A	20%	20%	20%
	Early on Grade Level	N/A	7%	N/A	25%	25%	25%
	On or Above Grade Level	1%	N/A	35%	N/A	N/A	N/A
	One Grade Level Below	11%	25%	40%	30%	30%	30%
	Two Grade Levels Below	88%	16%	25%	15%	15%	15%
	Three or more grade levels below	N/A	45%	N/A	10%	10%	10%
6th grade	Mid or Above Grade Level	0%	4%	15%	15%	15%	15%
	Early on Grade Level	11%	8%	N/A	N/A	N/A	N/A
	On or Above Grade Level	N/A	N/A	20%	20%	20%	20%
	One Grade Level Below	34%	30%	25%	25%	25%	25%
	Two Grade Levels Below	22%	18%	30%	30%	30%	30%
	Three or more grade levels below	33%	40%	10%	10%	10%	10%
	Mid or Above Grade Level	2%	12%	15%	15%	15%	15%

7th grade	Early on Grade Level	0.4%	7%	25%	25%	25%	25%
	On or Above Grade Level	N/A	N/A	N/A	N/A	N/A	N/A
	One Grade Level Below	19%	29%	25%	25%	25%	25%
	Two Grade Levels Below	13%	14%	25%	25%	25%	25%
	Three or more grade levels below	62%	48%	10%	10%	10%	10%
8th	Mid or Above Grade Level	0.6%	7%	25%	25%	25%	25%
	Early on Grade Level	11%	6%	20%	20%	20%	20%
	On or Above Grade Level	N/A	N/A	N/A	N/A	N/A	N/A
	One Grade Level Below	31%	18%	20%	20%	20%	20%
	Two Grade Levels Below	17%	15%	25%	25%	25%	25%
	Three or more grade levels below	36%	54%	10%	10%	10%	10%
Students with Disabilities	On or Above Grade Level	0%	7%	35%	35%	35%	35%
	Mid or Above Grade Level	N/A	N/A	N/A	N/A	N/A	N/A
	Early on grade level	N/A	8%	13%	13%	13%	13%
	One Grade Level Below	0%	25%	40%	40%	40%	40%
	Two or More Grade Levels Below	100%	16%	25%	25%	25%	25%
	Three or more grade levels below	N/A	44%	34%	34%	34%	34%
	On or Above Grade Level	*	*	35%	35%	35%	35%

Socioeconomic Disadvantaged	Mid or Above Grade Level	*	*	N/A	N/A	N/A	N/A
	Early on grade level	*	*	N/A	N/A	N/A	N/A
	One Grade Level Below	*	*	40%	40%	40%	40%
	Two or More Grade Levels Below	*	*	25%	25%	25%	25%
	Three or more grade levels below	*	*	N/A	N/A	N/A	N/A
Other	Foster Youth	*	*	*	*	*	*
	African American Students	*	*	*	*	*	*
	American Indian/Alaska Native Students	*	*	*	*	*	*
	Asian Students	*	*	*	*	*	*
	Filipino Students	*	*	*	*	*	*
	Native Hawaiian/Pacific Islander	*	*	*	*	*	*
	Students of Two or More Races	*	*	*	*	*	*
	White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES	
GOAL # 3	
Conditions of Learning: Actively Engage Students, Family & Community in student learning and well being.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)	Local Priorities: N/A					
Specific Annual Actions to Achieve Goal						
<p>A. Parent Involvement: individual involvement, commitment and connection</p> <ul style="list-style-type: none"> ● toward the LEA mission and vision ● mutually supportive relationships ● higher level of a sense of agency ● Input from parents and community members to increase engagement ● parent workshops/classes (e.g.English Classes, Technology Classes, Homework Assistance Classes and classes in how to apply for college scholarships and grants) ● Day to day parental involvement focused on parents volunteering regularly at the LEA and the establishment of a Parent Teacher Association (PTA). <p>B. Pupil Engagement: engaging students</p> <ul style="list-style-type: none"> ● social well being and cognitive skills, ● a reduction of anxiety and aggression, ● better grades, ● improved attendance ● consistent attendance ● increased literacy and numeracy growth ● additional and ongoing incentives, ● campus murals, ● high school and college fairs ● guest motivational speakers <p>C. School Climate: involvement is demonstrated</p> <ul style="list-style-type: none"> ● consistent positive behavior ● establishing a positive day to day climate and a culture of learning ● multi-tiered-system of supports 						
Expected Annual Measurable Outcomes						

Priority 6 Outcome B: Pupil Engagement (Engagement) Metric/Method for Measuring: Attendance Rate/SIS Attendance Documentation						
Applicable Student Groups	2023 Baseline	2023-2024	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028

All Students	90.12%	91.26%	97.26%	97.26%	97.26%	97.26%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
EL	90.12%	91.44%	97.44%	97.26%	97.26%	97.26%
LTELs	N/A	N/A	N/A	N/A	N/A	N/A
RFEP	N/A	N/A	N/A	N/A	N/A	N/A
EO	N/A	N/A	N/A	N/A	N/A	N/A
SWD	90.12%	91.32%	97.32%	97.26%	97.26%	97.26%
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
Priority 6 Outcome B: Pupil Engagement (Engagement) Metric/Method for Measuring: 2023 Dashboard/Chronic Absenteeism CA School Dashboard Indicator						
Applicable Student Groups	2023 Baseline	2023-2024	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028
All Students	42.5%	36.4%	16.4%	16.4%	16.4%	16.4%
Hispanic	29%	26.4%	6.4%	6.4%	6.4%	6.4%
EL	29.5%	29.5%	9.5%	9.5%	9.5%	9.5%
LTELs	N/A	N/A	N/A	N/A	N/A	N/A
RFEP	N/A	N/A	N/A	N/A	N/A	N/A
EO	N/A	N/A	N/A	N/A	N/A	N/A
SWD	45.7%	45.7%	25.7%	25.7%	25.7%	25.7%
Socioeconomically Disadvantaged	29.7%	26.4%	6.4%	6.4%	6.4%	6.4%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Priority 6 Outcome C: School Climate (Engagement) Metric/Method for Measuring: 2023 Dashboard Suspensions Rates @ least once a day CA School Dashboard Indicator						
Applicable Student Groups	2023 Baseline	2023-2024	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028
All Students	2%	1.1%	<1%	<1%	<1%	<1%
Hispanic	2%	1.1%	<1%	<1%	<1%	<1%
EL	1.9%	1.1%	<1%	<1%	<1%	<1%
LTELs	N/A	N/A	N/A	N/A	N/A	N/A
RFEP	N/A	N/A	N/A	N/A	N/A	N/A
EO	N/A	N/A	N/A	N/A	N/A	N/A
SWD	2.9%	N/A	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged	2%	1.1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 6 Outcome C: School Climate (Engagement)
Metric/Method for Measuring: PBIS Data Base/Discipline Referral Rates

Applicable Student Groups	2023 Baseline	2023-2024	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028
All Students	8%	6%	<1%	<1%	<1%	<1%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
EL	6%	6%	<1%	<1%	<1%	<1%
LTELEs	N/A	N/A	N/A	N/A	N/A	N/A
RFEP	N/A	N/A	N/A	N/A	N/A	N/A
EO	N/A	N/A	N/A	N/A	N/A	N/A
SWD	11%	5.3%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 3 Outcome A: Parental Involvement (Engagement)
Metric/Method for Measuring: Survey Results/High Quality Teaching and Learning
(Students, Parents, Teachers, Classified Staff)

Applicable Student Groups	2023 Baseline	2023-2024	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028
Parents	73.7%	82.6%	92.6%	92.6%	92.6%	92.6%
Students	46.68%	51.68%	71.68%	71.68%	71.68%	71.68%
Teachers	42.86%	47.16%	77.16%	77.16%	77.16%	77.16%
Classified Staff	45.83%	49.24%	79.24%	79.24%	79.24%	79.24%

Priority 3 Outcome A: Parental Involvement (Engagement)
Metric/Method for Measuring: Survey Results/School Participation and Engagement
(Students, Parents, Teachers, Classified Staff)

Applicable Student Groups	2023 Baseline	2023-2024	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028
Parents	70.62%	76.55%	86.55%	86.55%	86.55%	86.55%
Students	35.35%	39.55%	69.55%	69.55%	69.55%	69.55%

Teachers	41.18%	51.38%	81.38%	81.38%	81.38%	81.38%
Classified Staff	31.94%	51.13%	86.13%	86.13%	86.13%	86.13%

Priority 3 Outcome A: Parental Involvement (Engagement)
Metric/Method for Measuring: Survey Results/Positive School Environment
(Students, Parents, Teachers, Classified Staff)

Applicable Student Groups	2023 Baseline	2023-2024	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028
Parents	72.56%	77.11%	83.11%	83.11%	83.11%	83.11%
Students	35.89%	38.93%	68.93%	68.93%	68.93%	68.93%
Teachers	44%	51.1%	81.1%	81.1%	81.1%	81.1%
Classified Staff	28.65%	37.22%	82.22%	82.22%	82.22%	82.22%

Priority 3 Outcome A: Parental Involvement (Engagement)
Metric/Method for Measuring: Survey Results/Positive School Culture
(Students, Parents, Teachers, Classified Staff)

Applicable Student Groups	2023 Baseline	2023-2024	Targeted 2024-2025	Targeted 2025-2026	Targeted 2026-2027	Targeted 2027-2028
Parents	72.11%	78.23%	90%	90%	90%	90%
Students	31.63%	39.12%	85%	85%	85%	85%
Teachers	60.67%	65.66%	90%	90%	90%	90%
Classified Staff	35.83%	47.35%	90%	90%	90%	90%

Instructional Design

Curriculum and Instruction

English Language Arts

Prepa Tec - Los Angeles utilizes the International Baccalaureate Middle Years Program for English Language Arts. This curricular area is termed “Language and Literature”. In a standards based framework our goal is to develop skills in literacy: reading, writing, speaking, listening, and presenting.

The Language Arts core offerings will prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises. Language arts instruction for grades 6th-8th will:

- Use My Perspective Literature, California Treasures for English Language Arts at all levels along with the ELD resources to support IB unit development.
- The English Language Arts curriculum that incorporates the grade-level California Common Core State Standard.
- Integrate reading, writing, speaking, and listening in all content areas to form a greater understanding.
- Teach students to read with ease and fluency.
- Expose students to multicultural genres.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.

Following is a course description by subject for each grade level that Prepa Tec - Los Angeles will serve.

English Language Arts (Core)/IB MYP Integration

The ELA curriculum for students in grade 6-8 at Prepa Tec - Los Angeles focuses on developing students' strength as readers, writers, researchers, listeners, speakers, and collaborators. Prepa Tec - Los Angeles uses My Perspective Literature, California treasures for English Language Arts at all grade levels along with the ELD resources to support IB unit development. Students develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Students will become familiar with their own applications of reading and writing processes, and learn how to monitor their own learning and growth in these areas. When working on various types of assignments such as research reports, literature logs or essays, students will understand the process of documenting the steps followed to complete the task or project. Teachers will assess both the final product and the unique process undertaken in developing understanding. In this way, students not only demonstrate mastery of content, but also gain an understanding of their own processing skills, an essential component of their continued success as lifelong learners. Self-evaluation, peer feedback and teacher conferencing augment the process-based approach and all play important roles within the classroom.

Following the IB MYP Language & Literature objectives and concepts, along with Common Core Standards, literacy skills (reading, writing, listening, speaking and language) are integrated in all IB MYP units through the year. Students will be guided to comprehend, analyze and produce a variety of narrative, expository, and argumentative texts. Students will produce extended written pieces in the following genres: narrative, research, response to literature, poetry and persuasive writing. Language conventions, including spelling and grammar instruction will be included in context to improve student writing and speaking. Vocabulary will be linked to literary selections and student writing. Students will be guided to document their use of written and spoken language as evidence of thought, creativity, reflection, learning, and self-expression, and to develop a lifelong love for reading.

Sixth grade language arts students read, write, listen, and speak for information and understanding, for literary

response and expression, for critical analysis and evaluation, for social interaction. Students develop greater focus and active engagement with text. Students study narration, exposition, and persuasion. Students read a wide variety of literary selections and write narrative, persuasive, and descriptive text as they continue to extend their knowledge of Standard English. Classic and contemporary literature is used to increase each student's motivation to read while popular media will be a tool that is used to entice learners. A variety of prewriting strategies are used for planning and organization. Topics are developed with relevant facts, definitions, concrete details, quotations or other information and examples. Students engage with others to build on others' ideas and to express their own clearly, distinguishing claims that are supported by reasons and evidence from claims that are not.

Seventh grade language arts students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students transition from learning to read to reading to learn. Students develop and practice academic vocabulary, in oral and written form, and strengthen independent reading skills. Students expand their writing skills with attention to organization and use greater documentation to support their writing. Students maintain a personal reading list to reflect their motivation to read. To respond to their reading of literary and informational texts, students engage in a variety of writing activities and will publish writing. Through class lectures, brainstorming sessions with peers, and classroom discussion, students listen to comprehend and actively participate.

Eighth grade language arts students will read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students strengthen readiness skills that prepare them for high school content. Students will analyze literary elements and devices (character, plot, etc.). Students will read and think about a wide variety of literary selections and will extend their writing to construct their own arguments. To demonstrate a motivation to read, students engage in independent silent reading for extended periods of time and read voluntarily for a variety of personal and academic purposes. Writing requirements expand in length and depth. Students maintain a portfolio of writing that includes a variety of genres. Communication with others demonstrates a respect for differences and an ability to express personal opinions. They also integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Mathematics (Core)/IB MYP Integration

Mathematics, probably more than any other curricular area, requires an aligned building block of concepts in order to provide academic growth. The mathematical strands for each grade level encompass the same four strands: numbers, algebra, geometry and statistics.

The core curriculum for students in grades 6 through 8 is designed by teachers aligned to the California Common Core State Standards and provides students with multiple opportunities to learn concepts and practice skills. Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of the designed curriculum are a focus on real-life problem solving, student communication of mathematical thinking and appropriate use of technology. The curriculum also emphasizes balancing different types of instruction, using various methods for skills, practice, and fostering parent involvement in student learning.

Prepa Tec - Los Angeles has adopted and implemented CPM Mathematics textbook to support IB unit

development. Teachers will design and utilize various assessment tools such as common formative assessments, end of unit summative, as well as projects that can be used both for planning instruction (formative assessment) and for assigning grades (summative assessment).

IB MYP Mathematics at Prepa Tec - Los Angeles is aligned with the Common Core State Standards and guided by the principles of the IB MYP framework. The program emphasizes real-world connections, problem solving, and cross-curricular links, helping students see how math applies beyond the classroom. Students are expected to use mathematical language, symbols, and visual models to explain their thinking clearly in both written and oral forms.

Units of study include number sense, algebra, geometry, measurement, statistics, probability, and mathematical reasoning. Topics build progressively across grades. In 8th grade, students deepen their skills by focusing on expressions, equations, and systems, including modeling data with linear equations. Students develop an understanding of applying functions to describe relationships as well as analyzing two- and three-dimensional figures.

The Mathematics curriculum is aligned with the Common Core State Standards and acknowledges the goal of preparing 8th grade students for High School Mathematics. Although not all students enter 8th grade with the same prerequisite skills, the State Board of Education adopted two sets of standards: one for Algebra I and the other from the 8th grade Common Core standards published in 2010. Both sets are designed to strengthen foundational skills and prepare students for High School Mathematics.

Math 8 provides students with opportunities to solidify core skills while also introducing concepts from Algebra I, Geometry, and Algebra II. This approach ensures that students both reinforce prior learning and gain early exposure to advanced topics, building the strong mathematical foundation necessary for success in high school and beyond.

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

Seventh grade mathematics is a two-semester course built on the Common Core State Standards and the principles of the IB MYP. The program emphasizes real-world applications, cross-subject connections, and clear communication of mathematical ideas in both oral and written form. Students are encouraged to approach problems from multiple perspectives, think critically, and apply their learning beyond the classroom.

Over the course of the year, students develop confidence working with rational numbers, exponents, powers, and roots. They use algebraic language to write, interpret, and solve equations, inequalities, and functions, while also learning to graph and analyze linear and some non-linear functions. Instruction includes the application of ratios,

proportions, and measurement conversions, as well as the calculation of perimeter, area, and volume. Students deepen their understanding of geometry through the study of plane and solid figures, applying the Pythagorean Theorem and exploring how changes in scale affect measurement. They also collect, organize, and interpret data using both manual and digital tools, strengthening their ability to analyze and make decisions based on information. Throughout, students are expected to develop strategies for solving problems, evaluate the completeness of solutions, and extend their reasoning to new situations. This course prepares students with the foundational skills necessary for higher-level mathematics while connecting learning to real-world contexts and the broader IB framework.

Sixth grade mathematics builds on students' prior knowledge while introducing new concepts that set the foundation for middle school math. The course focuses on connecting ratio and rate to multiplication and division, and applying these concepts to solve real-world problems. Students extend their understanding of fractions to include division of fractions and expand their number sense to include negative numbers as part of the rational number system. Instruction also emphasizes writing, interpreting, and using expressions and equations to represent relationships. In addition, students begin developing statistical thinking by collecting, analyzing, and interpreting data in meaningful ways.

Seventh grade mathematics continues this progression by deepening students' understanding of proportional relationships and applying them in problem-solving situations. Students build fluency with operations involving rational numbers and begin working more formally with expressions and linear equations. Geometry is explored through scale drawings, informal constructions, and work with two- and three-dimensional figures to calculate area, surface area, and volume. Students also strengthen their understanding of statistics by drawing inferences about populations based on samples, applying mathematical reasoning to real-world contexts.

SCIENCES (Core)/IB MYP Integration

Prepa Tec – Los Angeles implements the Next Generation Science Standards (NGSS) and uses the My Perspective Science curriculum to design IB-aligned units. As global issues such as climate change and resource scarcity continue to impact society, middle school students must build the scientific knowledge and skills needed to participate effectively in a global community. Instruction emphasizes inquiry, observation, questioning, and exploration, with teachers guiding students to make connections between the natural world and their own learning.

The focus is on developing understanding of relationships, processes, mechanisms, and applications of concepts rather than rote memorization of terminology. Science courses prioritize students' ability to explain, analyze, and interpret scientific phenomena while integrating research, writing, mathematics, problem-solving, and communication skills. Students engage with earth and space sciences, life sciences, physical sciences, and interdisciplinary projects that promote both depth and breadth of scientific understanding.

Scientific inquiry and hands-on laboratory work are essential components of the program. Students in grades 6–8 regularly participate in labs that strengthen skills in analysis, inquiry, and design. Instruction also incorporates the California ELD Standards in tandem with the Common Core State Standards for Mathematics and NGSS, ensuring equitable access for English Learners and alignment across disciplines.

Sixth grade science focuses on Earth's structure, history, and systems. Students study the organization of the universe, the geologic time scale, continental drift, plate tectonics, and fossil formation to build an understanding

of Earth's history. They also examine geological processes such as volcanoes, earthquakes, erosion, and weather patterns, developing a clearer picture of the planet's ongoing changes. Instruction integrates literacy in science and emphasizes the scientific method through labs and investigations. Using My Perspective Science texts and NGSS standards, students explore topics including Earth's structure, plate tectonics, energy in Earth's systems, ecology, and natural resources. By the end of the course, students have a strong foundation in Earth Science and are prepared to transition into Life Science in seventh grade.

Seventh grade science introduces students to the study of living systems. Topics include cell biology, genetics, evolution, the history of life on Earth, and the structure and function of organisms. Students learn how life develops and adapts, moving from the cellular level to larger ecosystems. Laboratory work is central to the course, encouraging inquiry, experimentation, and critical thinking. Students apply the scientific method through hands-on projects, culminating in a year-long experiment of their own design, where they conceive, test, and present findings. Teachers support these projects with resources, research guidance, and opportunities to interact with guest scientists. This course builds experimental practice and curiosity, preparing students for the study of Physical Science in eighth grade.

Eighth grade science provides a transition into high school physical sciences, covering matter, energy, motion, forces, and energy transformations. Students apply mathematical skills to calculate speed, force, and heat, while using graphs and data analysis to interpret lab results. Experiments include investigating motion, friction, gravity, and wave patterns, with an emphasis on applying critical thinking to analyze results and support conclusions with evidence. Teachers assess inquiry and reasoning skills through lab reports, projects, and exams. The culminating project, a Science Design portfolio, integrates math and science through experimental design, calculations, and written analysis. Throughout the year, students strengthen their ability to think scientifically and develop a deeper understanding of how physical science connects to the world around them.

Technology (Non-Core Class) integration

This course integrates the Common Core State Standards in Literacy for Technical Subjects with the IB MYP design framework. Students use technology to research, problem-solve, communicate, and create solutions to real-world tasks. Instruction emphasizes mastery of essential digital tools, including word processing, spreadsheets, databases, presentation software, and graphics applications, while also introducing the fundamentals of hardware, software, and connectivity.

Students apply the IB MYP design cycle—investigate, design, plan, create, and evaluate—to complete projects that require critical thinking, decision-making, and innovation. Digital citizenship and ethical use of technology are embedded throughout the curriculum. Student performance is assessed using the IB MYP technology assessment criteria, and coursework prepares students to pursue the IB MYP certificate in tenth grade.

Individuals and Societies/Social Studies (Core)/IB MYP Integration

The History–Social Science program at Prepa Tec – Los Angeles develops students' chronological and spatial thinking, research, analysis, and interpretation skills. The curriculum is designed to help students understand historical change over time, examine connections between societies, and engage with issues of race, religion, gender, ethnicity, and class. Students also explore geography, current events, and foundational concepts from the

social sciences, including anthropology, sociology, psychology, economics, and international relations. Instruction is aligned with the Common Core State Standards in Literacy for History/Social Studies and supported by the McGraw Hill Social Studies curriculum to develop IB MYP units.

Sixth grade students study the people and events that shaped major Western and non-Western ancient civilizations. Geography is emphasized as a key factor in the development of societies. Students examine the daily lives, accomplishments, and contributions of these civilizations, while also analyzing why they rose, flourished, and declined. The course highlights enduring legacies of ancient cultures and their influence on the modern world, strengthening students' ability to think critically about historical change.

Seventh grade continues the study of world history and geography from A.D. 500–1789. Students explore the fall of Rome, the rise and spread of Islam, the growth of African civilizations, and the achievements of the Mayan, Incan, and Aztec cultures. The course also examines medieval China and Japan, European feudalism, and the cultural and intellectual transformations of the Renaissance, Reformation, Scientific Revolution, and Enlightenment. Students analyze the exchange of ideas, technologies, and commodities across regions and consider how new philosophies of government, human rights, and reason shaped the modern world.

Eighth grade students study the development of the United States from the Revolution through World War I. The course reviews the formation of democratic institutions, the Constitution, and the nation's founding principles. Students trace political, social, cultural, and economic developments, with an emphasis on regional differences and the challenges faced by the new nation. The causes, course, and consequences of the Civil War are a central focus, as is the growth of industrialization and its connections to contemporary social and economic change. By the end of the year, students understand how the U.S. emerged as a modern nation and the ways in which its history continues to shape civic life today.

ARTS (Non Core)/IB MYP Visual and Performing Arts

The arts are core subjects at Prepa Tec – Los Angeles, providing students with opportunities to learn through practice, rehearsal, creation, and performance. Instruction emphasizes the California Visual and Performing Arts Standards while integrating IB MYP aims of holistic learning, intercultural awareness, and communication. Students engage in research, writing, reflection, and critique, while developing skills to appreciate, create, and analyze artistic expression.

Sixth graders rotate through visual arts, theatre, music, and rhythm appreciation, gaining exposure to the history, influence, and skills of each discipline. Students participate in hands-on learning experiences, collaborative projects, and performances while maintaining a Developmental Workbook to reflect on their progress. This foundation introduces students to key artistic concepts and prepares them for deeper study in later grades.

Seventh grade arts courses focus on music and rhythm. In Music Appreciation, students learn to read music, play instruments, and explore genres across cultures and time periods. Rhythm Appreciation builds on these skills with a focus on percussion, rhythm reading, and musicianship. Both courses emphasize active participation, creativity, and application of music standards. Assessment is based on effort, participation, and project completion, encouraging students to engage fully and build confidence in their artistic growth.

Eighth grade students focus on visual arts, developing a personal appreciation of art and mastery of grade-level standards. Instruction emphasizes artistic processes, visual communication, concept development, and analysis

of works of art. Students study historical contributions to the arts and apply learning across subject areas, while engaging in projects that strengthen both technical skill and creative expression. The year culminates in applied work that reflects students' growth as artists and critical thinkers.

THEATRE (Non-Core)/IB MYP

The Theatre Arts program at Prepa Tec – Los Angeles helps students build confidence, focus, collaboration skills, and creative expression in a safe and supportive environment. Students learn theatre terminology and practice foundational skills such as pantomime, improvisation, tableau, and voice work, including projection, articulation, and expression. Instruction emphasizes story elements, character, objective, motivation, conflict, resolution, setting, and plot while encouraging students to think critically and work collaboratively.

Students also explore playwriting, learning how to structure scripts and develop original work. Performance practice includes cold readings, script analysis, character study, blocking, use of props, memorization, and rehearsal techniques. Group work is central, reflecting the collaborative nature of theatre and preparing students to express ideas effectively, solve problems creatively, and contribute as part of an ensemble.

Visual Arts (Non-Core)/IB MYP

The Visual Arts program at Prepa Tec – Los Angeles emphasizes creating, analyzing, discussing, and critiquing art while encouraging students to think creatively, solve problems, and express themselves. Students build skills in a range of techniques, including contour drawing, perspective, charcoal and pastel blending, painting methods, composition, and color theory. Instruction also develops understanding of the language and principles of visual art.

Students make connections between art and other disciplines such as literature, history, science, and math, while exploring the role of art in shaping cultures, communities, and personal identity. They are introduced to art history, contemporary practices, and potential careers in the arts. The program helps students recognize the value of art as a means of self-expression and prepares them for success in high school visual arts courses.

Physical Education And Health (Non-Core)/IB MYPIntegration

The Physical Education and Health program at Prepa Tec – Los Angeles emphasizes the connection between movement, health, and a balanced lifestyle. Guided by the California Content Standards, students participate in a variety of activities designed to build lifelong habits of fitness and wellness. Instruction develops physical skills while also strengthening communication, teamwork, and reflective thinking. Students learn to set personal goals, evaluate their progress, and understand how physical activity contributes to overall well-being. The program also introduces students to a global perspective on health and sport, encouraging them to value activity as part of both personal growth and community life.

IB MYP(Non-Core) Language Acquisition/ World Language

The Spanish program at Prepa Tec – Los Angeles introduces students to reading, writing, speaking, and comprehension at the beginning level, preparing them for future IB studies. The courses emphasize communication and encourage students to use Spanish in real-world situations. Instruction is project-based and holistic, allowing students to make connections across subjects and cultures.

Through the study of Spanish, students develop awareness of linguistic, cultural, and societal similarities and differences, fostering respect for other cultures as well as their own. The program supports the development of internationally minded students who recognize common humanity and shared responsibility for the world, while building the foundation for continued language study in high school and beyond.

Prepa Tec - Los Angeles 2026-2027 Academic School Calendar

2025-2026 Alta Public Schools School Calendar																							
	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH
July	SS	SS	SS	H	SS/KB	SS/KB	SS/KB	SS/KB	SS		IBC	IBC	IBC		AP	AP	AP	AP	AP	AP	AP	AP	AP
	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31
August	AP	PD	PD	PD	S1/Start				ER					ER					ER				
	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29		
September	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	
	H		ER					ER					ER						ER				
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	
October	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
	ER					ER		Q1 END	IBB	IBB	IBB	IBB	IBB	Q2 START	SLC/ER	SLC/ER	SLC/ER				ER		
	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
November	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	
			ER			H	ER						ER		MD	FB	FB	FB	H	FB			
	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28			
December	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W
			ER					ER		MD	WCP	WCP	WCP	WCP	WCP	WB	WB	WB	H	WB	WB	WB	WB
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31
January	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
	H	WB			ER					ER		S1/End	H	S2/Q3 Start	ER					ER			
	1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
February	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	
			ER					ER			H		ER						ER				
	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27			
***March	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	
			ER		PD			ER					ER		Q3 END	Q4 START	SLC/ER	SLC/ER	SLC/ER	H	SB	SB	
	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31	
April	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	
	SB	SB	SB			ER					ER					ER					ER		
	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
May	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T
				ER				ER						ER			H		ER				
	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29		
June	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	
			ER		S2/Q4 END						SS	SS	SS	SS	H	SS	SS	SS	SS	SS	SS	SS	SS
	1	2	3	4	5	8	9	10	11		12	15	16	17	18	19	22	23	24	25	26	29	30

Prepa Tec - Los Angeles 2026-2027 Daily Schedule

Monday, Tuesday, Thursday, Friday			
Time	Period	Minutes	Grade
8:00-8:52 am	1	52 minutes	all
8:54 - 9:46 am	2	52 minutes	all
Nutrition A (6th/7th) 9:46-10:01 am (15 minutes)			
9:48 -10:40 am	3	52 minutes	8th
10:03 -10:55 am	3	52 minutes	6th/7th
Nutrition B (8th) 10:40 - 10:55 am (15 minutes)			
10:57 - 11:49 am	4	52 minutes	all
Lunch A (6th) 11:49 - 12:21 am (32 minutes)			
11:51 am - 12:43 pm	5	52 minutes	7th/8th
12:23pm - 1:15 pm	5	52 minutes	6th
Lunch B (7th) 12:43 - 1:15 pm (32 minutes)			
1:17- 2:09 pm	6	52 minutes	6th/7th
12:45- 1:37 pm	6	52 minutes	8th
Lunch C (8th) 1:37 pm - 2:09 pm (32 minutes)			
2:11 - 3:03 pm	7	52 minutes	all

Wednesday			
Time	Period	Minutes	Grade
8:00 - 8:35	1	35	all
8:37 - 9:12	2	35	all
9:14 - 9:49	3	35	all
Nutrition 9:49 - 10:05 am (15 minutes)			
10:07 - 10:42	4	35	all
10:44 - 11:14	5	35	all
11:16 - 11:51	6	35	all
11:53- 12:28	7	35	all
Lunch 12:28 - 1:00 pm (32 minutes)			

Prepa Tec - Los Angeles Master Schedule

Subject	Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. 6	Per. 7
Lang & Lit	8th (30)	PREP	8th (30)	8th (30)	8th (30)	8th (30)	PREP
Lang & Lit	PREP	6th i-ready (28)	6th (28)	6th (28)	6th i-ready (28)	6th (28)	6th (28)
Lang & Lit	PREP	7th (28)	7th (28)	7th (28)	7th (28)	7th i-ready (28)	7th (28)
Math	6th i-ready (28)	6th (28)	6th i-ready (28)	6th (28)	6th (28)	PREP	6th (28)
Math	7th (28)	7th (28)	7th (28)	7th i-ready (28)	7th (28)	PREP	7th (28)
Honors	PREP	8th (30)	8th i-ready (28)	8th (25)	Algebra 1 (8th) 20	8th (30)	8th (30)
Ind & Society	6th (28)	PREP	8th (30)	6th (28)	8th (30)	8th (30)	8th (30)
Ind & Society	6th (28)	PREP	7th (28)	7th (28)	6th (28)	7th (28)	7th (28)
Science	8th (30)	8th (30)	6th (28)	8th (30)	PREP	6th (28)	8th (30)
Science	7th (28)	7th (28)	7th (28)	7th (28)	PREP	6th (28)	6th (28)
PE	8th (30)	8th (30)	8th (30)	8th (30)	6th (28)	6th (25)	PREP
PE	7th (28)	6th (28)	7th (28)	6th (28)	7th (28)	7th (28)	PREP
Spanish	8th (30)	8th (30)	PREP	8th (30)	8th (30)	7th (28)	7th (28)
Design	7th (28)	7th i-ready (28)	PREP	7th (28)	7th (28)	8th i-ready (28)	7th (28)
Graphic Art	6th (28)	6th (28)	6th (28)	PREP	8th i-ready (28)	6th (28)	7th i-ready (28)
Performing Arts	8th i-ready (28)	7th (28)	7th (28)	PREP	8th i-ready (28)	7th (28)	8th i-ready (28)
ELD	ELD 1 (14)	ELD 2 (12)	PREP	ELD 3 (15)	ELD 2 (13)	PREP	Newcomers (2)

Prepa Tec - Los Angeles Instructional Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	137	56992	41	10045	2	350	0	0	180	54000	67387	13387
7	Yes	137	56992	41	10045	2	350	0	0	180	54000	67387	13387
8	Yes	137	56992	41	10045	2	350	0	0	180	54000	67387	13387
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Prepa Tec - Los Angeles Curriculum List

Grade	Subject	Book Title
6th	English Language Arts	My Perspectives
7th	English Language Arts	My Perspectives
8th	English Language Arts	My Perspectives
6th	Math	Core Connections Course 1
7th	Math	Core Connections Course 2
8th	Math	Core Connections Course 3
6th	Science	Amplify -Life
7th	Science	Amplify - Earth
8th	Science	Amplify - Physical
6th	Individuals & Societies	World History & Geography - Medieval & Early Modern Times
7th	Individuals & Societies	Impact- World History and Geography- Medieval and Early Modern Times
8th	Individuals and Societies	McGraw-Hill: Discovering our past- a History of the United States
ELD	Level 1 and Level 2	Language Launch Volume 1 Unit 1-3 Language Launch Volume 1 Unit 4-6
ELD	Level 3	Course B Volume 1
ELD	Level 4	Course B Volume 2

The adoption of the text books at Prepa Tec - Los Angeles is focused on a five year cycle. The inception of IB MYP in 2019 is always a consideration when there is a new adoption process.

When a specific curriculum does come up for adoption, PTLA researches at least three curriculum companies. If possible, the curriculum representatives provide a narrative regarding their curriculum during a public forum. At this point, one company is selected to provide a pilot program in which teachers utilize that specific online textbook for six weeks. If positively received by teachers, students, and parents a selection is then made. The key considerations are: alignment to the IB framework, continuity and progression of material, integration of the core subject to the real world and promotion of equity to our students.

Expectation Behavior and Cultures

As an IB MYP School, our culture is defined by our adherence to the IB Learner profile and the traits we want to instill in our students. The goal of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, and help to create a better and more peaceful world. IB learners strive to be:

- **Inquirers**
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable**
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers**
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators**
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled**
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded**
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring**
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers**
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.

- Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The ten traits are the backbone of our expected behaviors and disposition of our students. Curiosity and inquiry, respect and accountability and a principled culture of students is reflected in student's being able to manage their time, their emotions and responsibilities so they may act ethically and with integrity.

Prepa Tec - Los Angeles supports students through a multi-tiered system of caring. We emphasize on who they are through the discovery of their learning and experiences. As adults at Prepa Tec - Los Angeles, from Day One through Day One-hundred and Eighty, we provide an atmosphere of caring, love, guidance, clarification and respect, which is what established a culture of social respect and academic excellence.

PBIS Supporting Student Behavior and Expectations

At PTLA, we believe in providing a world class-education that will prepare our learners to meet the challenges of a global 21st century. Through a school-wide framework of Positive Behavioral Interventions and Supports (PBIS) we build the foundation for lifelong learning and success. Our goal is to equip students with the behavioral and social-emotional skill sets that they can use not only at school, but throughout their daily lives.

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework designed to create a consistent, positive, and supportive school environment. At its core, PBIS ensures that all students receive universal behavioral support (Tier 1), while additional targeted interventions (Tier 2) and individualized intensive supports (Tier 3) are provided for students with greater needs.

This tiered approach recognizes that every learner is unique, and by layering support, schools create a culture where positive behavior and academic success are interconnected.

What PBIS Looks Like at PTLA

PBIS is not a one-time program, but a school-wide system. It is a tiered system of support, embedded in daily routines and reinforced through intentional strategies:

Tier 1 Supports: Everyday practices such as redirection, positive reinforcement, reteaching expectations, proximity, and breaks. These strategies are for all students and serve as the foundation of behavioral learning.

Tier 2 Supports: For students needing extra help, structured supports such as Check-In/Check-Out, peer tutoring, or behavior contracts are provided.

Tier 3 Supports: The most individualized level, including behavior intervention plans and collaboration with outside services, ensures no student is left behind

The PBIS Rewards App further strengthens consistency by allowing staff to recognize and reward positive choices in real time, reinforcing behaviors that align with school expectation

Our Three Core Expectations

At PTLA, students are taught to live by three simple, powerful expectations:

1. Ready – prepared to learn, with the right mindset and materials.
2. Responsible – owning their choices, actions, and outcomes.
3. Respectful – showing kindness and consideration to themselves, peers, staff, and the school environment.

These expectations are explicitly taught and modeled in all areas of our school, including classrooms, hallways, the library, the office, the patio, the garden, the fourth floor, and the cafeteria. When needed, they are also re-taught and reinforced, ensuring that every student understands how to apply them across settings.

What We Do: Expectations and Strategies

Our PBIS framework defines *clear and consistent expectations*. Teachers actively teach, model, and reteach them as needed. Strategies include:

- The 5:1 Ratio – For every correction, we aim for five positive interactions, ensuring encouragement outweighs discipline.
- Explicit Expectations – Students are reminded of rules and expectations regularly, with clarity and consistency across classrooms and settings.
- Positive Reinforcement – Students are celebrated for displaying desired behaviors through praise, recognition, and PBIS rewards.
- Professional Mindset – Staff use calm, neutral tones, avoid personalizing misbehavior (QTIP: *Quit Taking It Personal*), and stay consistent and fair.
- Even when addressing challenges, the focus is on redirecting unwanted behavior toward success, rather than punishment.

Recognition and Rewards

Positive choices are celebrated through our PAW points system. Students earn PAW points for demonstrating readiness, responsibility, and respect in any school setting. These points build a culture of encouragement and accountability, motivating students to consistently display positive behavior.

To further reinforce the connection between effort and reward, students can redeem their PAW points at our school store—The Lion’s Den. This tangible reward system strengthens intrinsic motivation by helping students see the value of their positive actions.

PBIS and Restorative Practices (RP) as an Opportunity to Restore and Build Relationships

1. PBIS and Restorative Practices (RP) Foundations

Both PBIS and RP share the belief that:

- Students thrive when expectations are clear, consistent, and fair.
- Learning from mistakes is part of growth, rather than just receiving punishment.
- Relationships and community are central to school culture.

By creating a school-wide framework of expectations—Ready, Responsible, and Respectful—PBIS provides the structure where Restorative Practices can naturally take root.

2. Clear Expectations Create a Starting Point

PBIS teaches students the behaviors that are expected in all school settings. When a student falls short of these (e.g., showing disrespect), a restorative conversation or circle can link directly back to PBIS expectation

- “How did your actions show readiness, responsibility, or respect?”
- “What can you do differently next time to align with our expectations?”

This makes restorative dialogue concrete and actionable. In addition, our students get the opportunity to engage in restorative circles where they are able to dialogue with their peers regarding a peer conflict and/or problem with the support of an administrator and a counselor. The following questions are used when engaging in a restorative circle to ensure that all voices are heard and given a chance to respond.

- *What happened?*
- *What were you thinking at the time?*
 - *How did you feel?*
- *Who’s offended when _____?*
- *What needs to happen to make it right?*
- *How do you feel NOW?*
 - *How did you feel BEFORE?*

3. From Consequences to Accountability

Instead of focusing only on punitive consequences, PBIS emphasizes logical/natural consequences (like reteaching, reflection, or loss of privilege). This aligns with RP, where the goal is for students to:

- Acknowledge harm done.
- Take responsibility.
- Actively repair relationships.

PBIS teaches students the behaviors that are expected in all school settings. When a student falls short of these (e.g., showing disrespect), a restorative conversation or circle can link directly back to PBIS expectations:

- *“How did your actions show readiness, responsibility, or respect?”*
- *“What can you do differently next time to align with our expectations?”*

This makes restorative dialogue concrete and actionable. For example, if a student disrupts learning, PBIS provides a space for them to reflect and then restore trust with their peers and teacher by making amends. Students also access the opportunity to self-regulate in the classroom prior to having dialogue with their teacher (Tier 1). If the student is not able to self-regulate in the class, a Tier 2 intervention can be asked for from the student. This takes shape in a walk in talk with a campus monitor in order to regulate and get back to class (within 5 minutes or less). Furthermore, if a student needs further support a Tier 3 support strategy can be used. Taking a 5 minute break in the positive intervention room with the Assistant Head of School. The student can ask for a journal opportunity or engage in a self-calming activity in order to deescalate and return back to the classroom.

4. Positive Reinforcement Encourages Restorative Choices

Through PBIS recognition systems like PAW points, students are motivated to consistently make choices that uphold community values. In RP, this reinforcement helps students see that repairing harm and restoring relationships are positive, valued actions that strengthen the school community.

5. SEL Skills Bridge PBIS and RP

PBIS develops students’ social-emotional competencies (self-awareness, self-management, empathy, communication). These are the same skills needed for restorative practices, such as:

- Actively listening in a restorative circle.
- Expressing feelings without blame.
- Negotiating solutions and repairing harm.

In other words, PBIS builds the skill set, while RP provides the practice.

As noted, our PBIS and Restorative Practices at PTLA help students to learn from mistakes without stigma, and strengthen relationships after conflict, take accountability in ways that are constructive rather than punitive, and see themselves as active members of a respectful, responsible, and ready learning community. This ensures that

PTLA is not just a place of rules and rewards, but a true community of lifelong learners—where every mistake is an opportunity for growth and restoration.

PBIS and the Impact on students Social Emotional Learning (SEL)

PBIS directly supports students' social-emotional growth by providing a structured environment where positive behaviors are recognized and practiced daily. Through PBIS, students strengthen their SEL competencies:

- **Self-Awareness:** Understanding their emotions, strengths, and areas for growth when reflecting on behavior.
- **Self-Management:** Practicing impulse control, persistence, and emotional regulation with strategies like taking breaks or earning PAW points.
- **Social Awareness:** Learning empathy and respect by considering how actions affect peers, staff, and the larger school community.
- **Relationship Skills:** Building positive peer and adult relationships through collaboration, kindness, and conflict resolution.
- **Responsible Decision-Making:** Developing the ability to make safe, respectful, and responsible choices in all settings.

In short, PBIS strengthens the whole child, ensuring that behavioral growth goes hand-in-hand with emotional intelligence. This holistic development empowers students not just to succeed academically, but to thrive personally and socially—truly preparing them to be lifelong learners.

Well-being and Advocacy

In our learning environment at Prepa Tec - Los Angeles, the well being and student advocacy are not separate initiatives, but are interwoven threads that define the educational experience at our school.

Student voice is very important to us so that our children are not passive recipients of education, but are advocates for their education. At Prepa Tec - Los Angeles, this is exemplified in ongoing learner profile reflections, peer mentoring, restorative practices and student council in which students learn how to express opinions respectfully, challenge injustices and contribute positively to our community.

Well-being and advocacy at Prepa Tec - Los Angeles are central to our mission of nurturing lifelong learners who care not only about themselves but others within their community. By empowering our students, we work toward establishing individuals who contribute in their own way to improving not only their lives, but the lives of the people around them.

Competent and Experienced School Leadership and Staff

The reason that Prepa Tec - Los Angeles is able to provide positive leadership and role-models for our students is because we continually strive to improve who we are in our role and how it relates to others. We take the time each school year to establish a clear mission and vision. Our trust in one another leads to: open transparent communication, the relationship in our roles and responsibilities to others.

The Board of Directors provides the overarching governance and stewardship that ensures the school's mission and vision remain at the center of all decision-making. With a focus on accountability, fiscal responsibility, and compliance, the Board safeguards the long-term stability and growth of the organization. In partnership with school leadership, the Board sets strategic priorities that align with International Baccalaureate values, ensuring that academic excellence, equity, and student well-being are continuously advanced. By maintaining high standards of oversight and fostering a culture of transparency and innovation, the Board of Directors creates the conditions for the school community to thrive.

The CEO serves as the organization's visionary leader, responsible for establishing an International Baccalaureate (IB) aligned vision and mission. This role ensures charter compliance and financial stability, while also fostering a culture of innovation and continuous improvement. The CEO provides guidance on long-term goals, ensuring that strategic decisions align with the organization's core values and future aspirations.

The Superintendent of Instruction leads the alignment of the International Baccalaureate Middle Years Programme (IB MYP) framework with the organization's overall instructional methodology. This role ensures that teaching and learning practices are grounded in rigorous academic standards while remaining responsive to the diverse needs of students. By emphasizing the use of data to monitor progress and drive improvement, the Superintendent safeguards high levels of student achievement. Additionally, this leader promotes an inclusive and culturally responsive pedagogy, fostering an environment where every student is challenged, supported, and inspired to excel.

The Director of Instruction, under the guidance of the Superintendent of Instruction, provides leadership in aligning curriculum with International Baccalaureate (IB) standards and transdisciplinary themes. This role also oversees professional development to ensure that instructional practices are consistent, rigorous, and student-centered. In addition to curriculum leadership, the Director plays a critical role in monitoring student attendance and promoting child welfare as foundational elements of academic success. Through regular classroom observations and collaborative partnerships with school leaders, the Director provides instructional coaching and actionable feedback to teachers, supporting both professional growth and improved student outcomes.

The Director of Expanded Learning provides leadership for after-school and summer programs designed to enrich students' educational experiences and support their holistic development. This role is responsible for managing grants and resources effectively to ensure program sustainability and alignment with organizational goals. Expanded learning opportunities are intentionally connected to the International Baccalaureate (IB) Middle Years Programme framework, fostering student agency, engagement, and academic achievement. These programs play a vital role in supporting instructional alignment, advancing student academic goals, and promoting whole-child development.

The Head of School and Assistant Head of School provide unified leadership to advance the educational program and ensure that the school's vision remains central to all operations. Together, they collaborate on instructional support and classroom observations, ensuring high-quality teaching and learning practices. While working as a cohesive leadership team, their day-to-day responsibilities are complementary: the Head of School focuses on instructional leadership and cultivating strong community partnerships, while the Assistant Head of School oversees operational logistics and student socio-emotional support. This shared leadership model ensures that academic excellence, organizational effectiveness, and student well-being remain aligned with the school's mission and long-term vision.

The Director of Special Education ensures that all students with disabilities have equitable access to the International Baccalaureate (IB) curriculum. This role provides oversight of the special education program, ensuring compliance with state and federal regulations while maintaining alignment between Individualized Education Programs (IEPs), IB standards, and state academic standards. By collaborating with teachers, the Director supports effective differentiation of instruction and the implementation of accommodations required by each student's IEP. Guided by a philosophy of inclusion, this leader upholds IB values while safeguarding the rights of students with disabilities and promoting their academic achievement within a supportive learning environment.

Teachers serve as facilitators of concept-based learning that empowers students to think critically and creatively. They design and implement rigorous Middle Years Programme (MYP) units that weave international mindedness into daily instruction, ensuring students develop both academic skills and a global perspective. Through ongoing reflection, collaborative planning, and professional dialogue, teachers continually refine their practice to meet the diverse needs of learners. Their commitment to building a culture of respect, student voice, and academic risk-taking creates classrooms where students feel both supported and challenged to reach their fullest potential.

The Office Staff, Parent Liaison, IT and Custodial team support the school's daily operations, ensuring that the environment remains welcoming, efficient, and supportive for all members of the community. Office staff provide essential organizational support, serving as the first point of contact for families and maintaining the systems that allow teaching and learning to flourish. The parent liaison strengthens the partnership between home and school, fostering clear communication, cultural responsiveness, and active family engagement in the educational journey. The custodial team safeguards the health and safety of students and staff by maintaining a clean, secure, and well-cared-for campus. Together, these teams create the foundation upon which the school's vision of academic excellence, community partnership, and student well-being is built.

The Expanded Learning staff enrich the student experience beyond the traditional school day, creating spaces where learning, exploration, and growth continue to thrive. Guided by the Expanded Learning leadership and School Administration, these programs are intentionally designed to align with the school day, ensuring that enrichment supports both academic achievement and the development of the whole child. The leadership team provides vision and oversight, weaving together grant management, instructional alignment, and community partnerships to sustain meaningful opportunities for students. At the heart of this work are the youth leaders, who bring energy, creativity, and mentorship to every program. They build authentic relationships with students, serve as role models, and create safe, engaging environments where students are empowered to take risks, discover new passions, and develop confidence. Together, the Expanded Learning Team extends the school's mission into afternoons and summers, ensuring that every student has access to experiences that spark curiosity, nurture talents, and support lifelong success.

The Bus Monitor, Campus aides and Lunch Aides play a vital role in creating a safe, supportive, and welcoming environment for students each day. By supervising common areas, assisting during transitions, and ensuring mealtimes run smoothly, they help maintain a positive school culture rooted in respect and care. Their presence fosters safety, builds trust, and provides students with the structure and encouragement needed to thrive both inside and outside the classroom.

Mission Driven School Community

Our school is a mission-driven community where students, families, and educators come together around a shared vision of academic excellence, personal growth, and community responsibility. Grounded in the International Baccalaureate (IB) framework, our school culture emphasizes curiosity, global-mindedness, and civic engagement, ensuring students not only excel academically but also contribute meaningfully to their communities.

- Parents and Families as Partners
 - We view parents and families as critical partners in student success. From the beginning, families are welcomed into a collaborative relationship where their voices and perspectives are valued. We foster this partnership through ongoing communication, parent advisory groups, and opportunities to engage in decision-making processes.
- Family Events & Parent Education
 - We host a variety of family-centered events and parent education classes throughout the year that strengthen the home-school connection. Workshops address academic support at home, social-emotional learning, and navigating adolescent development. Family events including cultural celebrations, student showcases, and curriculum nights build community, celebrate diversity, and create shared experiences that deepen school pride.
- Town Hall & Open Dialogue
 - To remain responsive to the needs of our families, we hold current event Town Hall meetings where families can raise concerns, ask questions, and engage in dialogue with school leadership. Town Hall meetings provide a transparent platform for addressing issues in real time, ensuring that parents feel informed, respected, and heard.
- Students Connecting to Community Through IB
 - Through the IB program, students are encouraged to make authentic community connections. Whether through service-learning projects, inquiry-based units, or interdisciplinary exhibitions, students explore real-world issues, connect with local organizations, and develop the skills and empathy necessary to become active, responsible citizens.
- Safe & Rigorous Learning Environment
 - At the core of our work is the commitment to a safe, rigorous, and inclusive learning environment. Our educational program integrates evidence-based methodologies that challenge students academically while ensuring they feel supported socially and emotionally. With high expectations, structured supports, and a focus on equity, we prepare all students to thrive in high school and beyond.

Extended Learning Time

Our Expanded Learning Program provides students with a safe, structured, and engaging environment that

extends learning beyond the traditional school day. Funded through a strategic braid of ASES and Expanded Learning Opportunities Program (ELO-P) resources, to deliver robust before school, after school, and intersession opportunities that align with our school’s mission of preparing students for academic, social, and personal success. The Expanded Learning Program is not an add-on; it is an integral extension of the school day. Staff collaborate closely with classroom teachers to align academic supports with grade-level standards and IB learning outcomes. The program builds on the core values of our charter, fostering resilience, collaboration, and leadership in every student.

At Prepa Tec - Los Angeles we maximize every instructional minute to ensure students are prepared for long-term academic success. Each year, our students receive 13,387 additional minutes equivalent to 223 hours of instructional time beyond what is required by the California Department of Education. This reflects our deep commitment to providing students with the knowledge, skills, and habits needed to thrive in high school, college, and beyond.

State Required Minutes Annual	5400
Prepa Tec - Los Angeles Instructional Minutes Annually	67387
Number of minutes over the state annual requirement	13387

Students who participate in our Expanded Learning Program receive an additional 1,152 hours of learning time each year beyond the traditional instructional day. This extended schedule is achieved through our before-school program, after-school program, intersession programs, and the 30 nine-hour days required by ELO-P. By expanding the school day and year in these ways, students have more time to close opportunity gaps, accelerate learning, and strengthen mastery of grade-level standards.

Before School Program Total Hours	270
After School Program Total Hours	704
30 (9hr) Intersession Program Days	270

By providing significantly more instructional time than is typical, Prepa Tec - Los Angeles demonstrates a steadfast commitment to equity, rigor, and student success. Families trust that it is a carefully designed program that meets the developmental needs of children while ensuring they are challenged, supported, and inspired.

Alternative Learning Programs: Short -Term Independent Studies

Prepa Tec - Los Angeles does utilize Short-Term Independent Studies for fifteen or less absences from school.

Our program is aligned with the LAUSDs Independent Studies (IS) program. All Independent Studies requirements must be fulfilled before Independent Studies is granted: reason for the extended absence, voluntary participation, written parental agreement, content assignments, Special Education compliance, regular monitoring and record keeping, e.g., student signature, parent signature, Independent Studies teacher signature, administrative signature. All completed Independent Study contracts are maintained on file at the school site.

Professional Development

Prepa Tec - Los Angeles is committed to ensuring that all educators are empowered to deliver a rigorous, globally minded, and inquiry-driven instructional program that reflects both our college-preparatory vision and our status as an authorized International Baccalaureate World School. Our Professional Development (PD) model is comprehensive and embedded in the school's instructional framework, with a special emphasis on the IB MYP philosophy and standards. The PD scope and sequence is thoughtfully developed in advance of the academic year to ensure alignment with the school's instructional priorities and strategic goals. Members of the Instructional Leadership Team (ILT), along with other key instructional educational partners, are engaged in the planning process to contribute their expertise and ensure coherence across grade levels and content areas.

1. Weekly Professional Development Sessions

Teachers engage in weekly Professional Development sessions that integrate both general instructional strategies, specialized instructional strategies that would support our subgroups, and targeted IB pedagogy to support effective implementation of the IB MYP. These sessions focus on:

- Core IB principles such as inquiry-based learning, interdisciplinary planning, global contexts, and Approaches to Learning
- Data-driven instruction that blends state-mandated assessments with IB-style formative and summative assessments
- Differentiation strategies to meet the needs of English Learners, Students with Disabilities, and learners across the academic spectrum.

In addition, Professional Development emphasizes culturally relevant and globally minded instruction that aligns with the California State Standards and the attributes of the IB Learner Profile. Sessions are facilitated by a range of instructional leaders, including IB coordinators, instructional coaches, administrators, ILT members, educational partners, and visiting IB workshop leaders as appropriate. This intentional alignment ensures that professional growth directly supports both state expectations and fidelity to the IB model.

2. Collaborative Planning and IB-aligned Professional Learning Communities

Weekly Professional Learning Communities are structured to support collaborative unit planning within the IB MYP framework, fostering a shared commitment to instructional excellence and coherence. These sessions focus on the development and refinement of IB MYP unit planners, incorporating key concepts, global contexts, and inquiry questions that drive meaningful learning experiences. Teachers engage in the collaborative analysis of student work using IB MYP assessment criteria to ensure consistent expectations and informed instructional decisions. PLCs also support the integration of interdisciplinary learning opportunities, vertical alignment across grade levels, and the ongoing refinement of intervention strategies to promote sustained academic growth.

Throughout this process, educators receive targeted guidance in aligning California State Standards with the IB framework to maintain both compliance and academic rigor across all subject areas.

3. Instructional Coaching and Individualized Support

Each teacher is supported through regular, reflective coaching that integrates both general pedagogical best practices and specific IB MYP approaches. Observation and feedback cycles address both schoolwide instructional priorities and key elements of IB implementation, such as fostering student agency and utilizing rubrics aligned to IB MYP assessment criteria. These observations and pieces of feedback are given back to teachers in a timely manner to ensure their opportunity to make immediate changes. Coaching cycles are designed to promote inquiry-driven instruction, student reflection, and the development of international mindedness. Additionally, new-to-IB teachers receive specialized mentorship and structured onboarding from experienced IB educators and coordinators to ensure a smooth and effective transition into the IB teaching model.

4. External IB-Certified and Related Professional Learning Opportunities

Prepa Tec - Los Angeles actively supports and funds teacher participation in workshops put on by the International Baccalaureate Organization (IBO) in Category 1, 2, or 3 sessions. These workshops have taken place on site at Prepa Tec - Los Angeles as well as off site. These categorical workshops are then tracked internally to ensure a lack of repetition and to ensure that each individual teacher attends the workshop that would best meet their individual needs. We also provide opportunities for instructional staff to attend the IB Global Conference, which occurs around the world each year. Teachers returning from these events are expected to lead internal workshops to share strategies and build capacity schoolwide. We also partner with external vendors, such as Marzano, that are not part of the IBO. When this occurs, Prepa Tec - Los Angeles makes intentional connections between the vendor and IB.

5. Evaluation-Linked Development Aligned to IB Implementation

Teacher evaluation tools include IB MYP-specific look-fors that guide goal setting and growth. These may include:

- Use of global contexts and inquiry in lesson design
- Student engagement in reflection and self-assessment
- Integration of Approaches to Learning skills in daily instruction

Prepa Tec - Los Angeles is intentional in its approach to recruiting highly qualified, fully credentialed educators who are equipped to deliver the rigorous, inquiry-based, and globally focused curriculum of an IB world school, while also meeting the diverse academic and social-emotional needs of our student body. Our recruitment practices are grounded in the belief that rigorous teaching is the foundation for equitable outcomes and student success.

We employ a multi-tiered strategy to attract educators who are not only credentialed but also demonstrate alignment with our college-preparatory vision, international-mindedness, and the instructional framework of the IB MYP. The Human Resources (HR) department leads recruitment efforts for all staff positions. HR participates in local job fairs, establishing relationships with potential candidates and providing information about Prepa Tec - Los Angeles and its unique educational mission. Additionally, job listings are posted on platforms such as

EdJoin, where HR conducts the initial screening of applicants before forwarding qualified candidates to the Head of School for further consideration.

We prioritize the recruitment of teachers who bring experience or demonstrated potential in inquiry-based and project-based learning core components of the IB MYP model. Our hiring approach also seeks individuals who embrace culturally responsive pedagogy and are committed to advancing equity and inclusion within the classroom. Teachers must be equipped to differentiate instruction for English Learners and diverse learners, aligning with both the IB's inclusive philosophy and California's educational mandates. Furthermore, we value candidates who are proficient in data-informed instruction, utilizing both traditional assessments and IB-aligned rubrics to drive effective teaching practices.

All classroom teachers at Prepa Tec - Los Angeles are required to hold a valid California preliminary or clear credential that is appropriate for their teaching assignment. The HR team verifies all credentials, including subject matter authorization and English Learner (CLAD) certification. For candidates entering through alternative certification pathways, progress toward full credentialing via intern or induction programs is also reviewed. In alignment with our IB commitment, we seek educators who have completed IB training or who are willing to participate in IB-recognized Category 1 training upon hire.

To ensure the retention and continued growth of high-quality teachers, Prepa Tec - Los Angeles provides robust onboarding and professional support systems. New teachers, as well as those in the process of clearing credentials, receive targeted induction support. Ongoing access to IB-specific training, instructional coaching, and professional learning opportunities are built into the academic year. Our school culture intentionally celebrates multilingualism, global citizenship, and the professional agency of educators. This strategic approach to recruitment, onboarding, and continuous development ensures that Prepa Tec - Los Angeles sustains a faculty that is both credentialed and deeply prepared to deliver a globally focused, innovative educational program.

Meeting the Needs of All Students

In this section, we describe how the Prepa Tec - Los Angeles will meet the educational needs of specific student groups, including English Learners, gifted and talented students, students achieving above grade level, students achieving below grade level, socioeconomically disadvantaged students, Students with Disabilities, Foster Youth, and Homeless Youth.

English Language Learners

The Alta Public School's Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English Language Learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

The EL Master Plan is built on the mission and vision of Prepa Tec - Los Angeles. Prepa Tec - Los Angeles' school vision is to create a world-class school for dynamic world citizens in communities of need. Prepa Tec - Los Angeles Middle School's school mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21 century.

Prepa Tec - Los Angeles School's English Learner Master Plan is designed to provide guidance and direction to administrators, instructional staff, families, and students regarding goals and expectations for English Learners (EL). Prepa Tec - Los Angeles understands the students that they serve, and knows how to best serve them. All educators are expected to implement this plan and hold each other accountable to ensure that the ELs at Prepa Tec - Los Angeles get the best education.

The plan describes processes, and procedures that are required by state and federal law, and what happens in the classroom. The plan also explains how EL students are identified, their educational programs, testing, evaluation, and the methods on how they will become proficient in English.

Based on the California English Language Development (ELD) Standards, combined with the Common Core State Standards of English Language Arts (ELA)/Literacy students will gain proficiency in the areas of:

- Read and analyze a variety of literary and informational texts
- Develop an understanding of how to use the English language to communicate in written and verbal formats
- Develop an understanding of language and vocabulary structures
- Recognize that their home language and culture is a resource that helps in the learning of English
- Demonstrate content knowledge through speaking, and writing
- Understand the different types of writing and can determine task, purpose, and audience

Process for Identifying English Language Learners

Prepa Tec - Los Angeles adheres to all applicable state and federal laws and regulations with respect to identifying students who are English learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners. In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required at Prepa Tec - Los Angeles to complete a Home Language Survey upon enrollment at our charter school.

Students whose primary language is not English will be assessed using the English Language Proficiency Assessments for California ("ELPAC") Initial Assessment ("IA") if they have not previously been identified as English learners by a California public school or if there is no record of prior ELPAC test results on CALPADS. The ELPAC assessment will take place within 30 days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

As required, all parents of ELs will receive an annual notification of academic program placement. This notification will inform parents of the instructional delivery that their child will receive throughout the academic year. This annual notification will inform the parents of (1) the most recent ELPAC scores, the program placement of designated and/or integrated ELD. This way, the parent can inquire more about the details of the instructional program of the school, as it is specifically related to their child. This notification will be delivered in US mail to every English Learner within 30 calendar days of the first day of instruction, in each academic year.

Based on the results, students are designated as either:

- Initial Fluent English Proficiency (IFEP)
- English Learner (EL)

Students are then required to take the ELPAC Summative Assessment annually to assess their proficiency in the following areas:

- Listening
- Speaking
- Reading
- Writing

Language Proficiency Assessment

The English language proficiency of all currently enrolled English Learners will be assessed in accordance with the test contractor’s directions and Education Code guidelines. Students with Disabilities will be permitted to take the test with the accommodations identified in the student’s IEP or Section 504 plan. The Summative Alternate ELPAC will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. Prepa Tec will notify parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

In addition to the ELPAC assessment, English Learners at the Prepa Tec - Los Angeles will be assessed using local verified assessments in Reading in the fall, winter, and spring (e.g., i-Ready). Through the assessments, the Prepa Tec - Los Angeles will be able to monitor the progress of English Learners throughout the school year, and adjust program placement and academic support as necessary. English Learners who also have an individualized education program (“IEP”) or Section 504 Plan will be assessed with ELPAC and the local verified assessment, unless an alternate assessment is specified in the IEP or Section 504 Plan. All required accommodations and modifications to assessments will be provided, as specified in the student’s IEP or Section 504 Plan.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. 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. This test performance level corresponds to the upper range of the “Bridging”

	proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. 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. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but Prepa Tec – 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. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. 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. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

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

Reclassification Process and Criteria

The goal of Prepa Tec’s English Learner program will be to have all English Learners make steady annual progress toward proficiency and ultimately progress to classification as Reclassified Fluent English Proficient (“RFEP”).

A student will be considered to be eligible for reclassification once the following criteria are met:

1. ELPAC Overall Score: Level 4
2. SBAC or i-Ready ELA: Equivalent to high Level 3
3. Teacher Recommendation: Based on ELA academic performance

4. Parental Consultation: Parents will be notified via mail of their child's ELPAC scores and progress each year. Parents will also be notified when their child has met all criteria for reclassification and their approval will be requested.

Monitoring Process After Reclassification

RFEP students are monitored for four years to ensure academic success, with interventions as needed.

Alternate criteria are available for ELs with disabilities, requiring IEP team consensus and parental consent.

Each LEA must monitor the progress of reclassified pupils (for a minimum of four years) to ensure correct classification, placement, and additional academic support, as needed. (California Department of Education, 2017)

Prepa Tec - Los Angeles will monitor the ongoing progress of every RFEP student for four years, or until they exit the school's program) by:

Monitoring SBAC Scores on ELA and Math each year
Monitoring Interim Assessments and i-Ready Assessment each year.

If there is a noticeable drop in test scores and observed academic behavior, appropriate interventions will occur with notification to the parent. Further action will be taken, as needed.

Reclassification of English Learners with Disabilities

Students who are English Learners and have qualified for specialized instruction for a learning disability, can be reclassified to "Reclassified Fluent English Proficient" using an alternate criteria for that status. In the case of a student who, according to the expertise of the Individual Education Plan (IEP) Team for that particular student, will not realistically be able to meet the district's criteria of RFEP status, because of a diagnosed learning disability, CAN determine either (1) an alternate criteria for RFEP status for that student, or, with adequate documentation, can change a particular student's status to RFEP. This process requires complete documentation and written approval from the entire EIP team, as well as informed consent from the parent/guardian.

Students who are classified as English Learners and also receive special education services through an IEP may be reclassified as Reclassified Fluent English Proficient (RFEP) using alternate criteria when their disability prevents them from meeting one or more of the standard reclassification requirements. In such cases, the IEP team may determine that, despite appropriate instruction and support, the student is unlikely to meet reclassification criteria due to their disability. The team may then consider alternate measures to demonstrate English language proficiency. This determination is based on a comprehensive review of assessment data, academic progress, and classroom performance, and must be documented within the IEP. Reclassification using alternate criteria requires full consensus of the IEP team and informed, written parent consent.

Educational Programs

Prepa Tec - Los Angeles provides the following Instructional Programs for English Language Learners in order to access the full -curriculum.

1. Structured English Immersion (SEI)

“SEI, also known as “Structured English Immersion,” is a program designed to promote language acquisition in which nearly all classroom instruction is given in English, but with the curriculum and presentation designed for children who are learning the language.” (CDE, 2018)

- Emphasizes English instruction while supporting native language and cultural assets.

At Prepa Tec - Los Angeles, as an authorized IB Primary program, SEI is designed to promote the goals of IB, while supporting and encouraging the academic language needed to properly respond to the linguistic needs of the student population. When provided Designated and Integrated English Language Development structures, all EL students of the school will be (1) academically responding using oral language appropriate to the content being taught, and (2) held accountable for the use of the language with ongoing reminders, accountability structures, and small interruptions of teachers to insure the appropriate academic discourse within the classroom.

2. Mainstream English Instruction

“Students who have acquired reasonable fluency in English are placed in English Language Mainstream. These classrooms are taught in English. The students receive appropriate English Language Development (ELD) and grade level academic content through Specially Prepa Tec - Los Angeles' mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century. Designed Academic Instruction in English(SDAIE).” (CDE, 2018)

- For students who have developed reasonable English fluency but still need academic language support.

As described in the above section, students in this context receive instructional appropriate for IB, Designated and Integrated ELD, and the appropriate support and accountability measures to ensure full academic language development across the content areas. The difference here is that the students in this context are more fluent in English, but still need appropriate support. At this higher level of language proficiency, students are working in the context of IB to read, write, speak, and listen at an academic level appropriate for the academic standards of their grade level. As needed, teachers are offering linguistic and academic interventions and support.

3. Instructional Supports

Differentiated Instruction and Intervention at Prepa Tec - Los Angeles

To support students who are not meeting minimum academic progress expectations, Prepa Tec - Los Angeles implements a system of instructional differentiation. Teachers and specialists work collaboratively to tailor instruction to each student's specific needs, ensuring access to grade-level standards.

Instructional Differentiation Throughout the Day

Differentiated instruction is provided throughout the school day by classroom teachers, instructional assistants, and, in some cases, parent or community volunteers. Teachers first deliver targeted instruction based on identified

student needs. Students then engage in guided practice with additional support from other adults in the classroom. Small group and individualized instruction are thoughtfully integrated into lesson planning and delivery.

English Language Development (ELD) Differentiation

ELD instruction is uniquely differentiated based on a student's English proficiency level, determined by initial placement assessments or the annual ELPAC assessment. English Learners (ELs) are grouped according to their current ELD level, a process sometimes referred to as "deployment." Grade-level teaching teams use this grouping strategy to provide targeted language instruction that helps students advance to the next level of English proficiency.

Additional Support Systems

Differentiated support also includes assistance from paraprofessionals who provide instruction in students' primary language. These staff members help ELs access classroom content by reinforcing instruction in their native language, enhancing understanding and engagement.

Student Success Teams (SST)

Prepa Tec - Los Angeles is also implementing Student Success Teams (SSTs) to take a holistic approach to student achievement. SSTs are designed to assess and support the academic and social-emotional needs of students, ensuring they receive the necessary interventions to thrive.

4. Differentiated Instruction

- ELs are grouped by ELD proficiency levels and receive targeted support using Thinking Maps, SDAIE (Specially Designed Academic Instruction in English), and utilize specific English language development curriculum to reach towards proficiency of the English Language. English 3D is utilized for each proficiency level.
- Language Immersion - English Language Learners are immersed in English classrooms with English Language Development (ELD) teaching strategies included in its core program in the areas of listening, speaking, reading, and writing. ELD and SDAIE support is offered to all students who are identified as ELL. All students have access to the ELD, ELA and other core content curriculum through SDAIE strategies.

5. Designated and Integrated ELD

Prepa Tec - Los Angeles Middle School delivers English Language Development (ELD) instruction in alignment with the 2012 California ELD Standards, using two key approaches to support English Learners (ELs): Designated ELD and Integrated ELD.

Designated ELD

- Designated ELD: Targeted language instruction by proficiency level.

Designated ELD provides targeted language instruction tailored to each student's current level of English proficiency. This differentiated instruction occurs daily, either within the student's regular classroom or across

classrooms within the same grade level. The focus is on building foundational language skills that directly address individual linguistic needs.

Teachers will use formative and summative assessment methods to guide instructional decisions and identify the students' strengths and areas of growth in language development.

Integrated ELD

- Integrated ELD: Language support embedded throughout content areas.

Integrated ELD is embedded throughout all content areas and serves to strengthen academic language, particularly in speaking and writing. This approach benefits all students, with special attention to English Learners. Instruction throughout the day emphasizes: 1.) Collaborative discussions, 2.) Comprehension and interpretation of complex texts, 3.) Development of academic language for speaking and writing.

Both Designated and Integrated ELD aim to equip students with the language tools they need to actively engage in grade-level instruction. ELD strategies are intentionally designed to build language that students can immediately apply in academic contexts across subjects.

Evaluation of the Program

Prepa Tec - Los Angeles will use data-driven instruction to strategize for all student groups, grade levels, and scholarly disciplines. Looking at annual ELPAC, local verified assessments, other standardized test data (e.g., CAASPP), teacher observations, and parent input to make informed decisions about student education plans, determine annual instructional program priorities, teacher and leader development focus, and topics for professional learning. Each year, the ELD teacher, will look work collaboratively with the ELD teacher and School leadership to consider and evaluate the program on the following factors:

- Process and specific criteria for EL reclassification for the grades served by the charter school;
- Process for monitoring progress of ELs and Reclassified to Fluent English Proficient (RFEP) students;
- Process for monitoring progress and effectiveness of supports for Long Term English Learners (LTELs) and for students "At-Risk" of Becoming LTELs
- Reclassification rate
- Percentage of students scoring proficient or advanced on ELPAC
- Percentage of students advancing at least one proficiency level per year on ELPAC
- EL and RFEP performance in core subjects relative to their English Only peers
- Fidelity of ELD curriculum implementation
- Percentage of ELs entering Upper School as EL students
- Input from teachers, the Student Support and Progress Team, and the ELD teacher
- Parent input, including from the English Learner Advisory Committee

The administrative team of Prepa Tec - Los Angeles will take full responsibility for the accountability of the full involvement of parents, in SSC and ELAC, and in ongoing parent involvement in the school. This accountability would include sign-in sheets, agendas, and other documentations of parent involvement.

Furthermore, Prepa Tec - Los Angeles is re-establishing an ongoing English Learner Advisory Committee (DELAC), where parents have opportunities to learn about the school, the budget that supports it, the different funding sources that are to serve English Learners, and to give feedback to the school community based on what parents and the community feel are important. This committee is derived from parents with a structure that allows for regular and constructive feedback to the school. It will meet regularly throughout the academic year, with guidance from the school administration.

The administrative and instructional teaching teams of Prepa Tec - Los Angeles Middle School understand the importance of the maintenance of the highest quality instruction for the students of this school. Including effective instruction of International Baccalaureate, the development of academic speaking and writing, and the consistent linguistic and academic achievement of English Learners are the purposes for monitoring, evaluating, and maintaining accountability of the most effective instruction.

EL program Goals and Related Evaluation Questions Increase EL proficiency level one year, every year. Reclassify 5% each year.

Monitoring Progress and Effectiveness of Supports for LTELs

Under California law, long-term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for more than six years, and have remained at the same English language proficiency level for two or more consecutive years as determined by the state's annual English language development test (Cal. Ed. Code 313.1(a)(1)).

Prepa Tec - Los Angeles is committed to supporting LTELs and students at risk of becoming LTELs will be based on each individual student's unique needs. The ELD teacher will work with ELA teachers and Administration to monitor LTELs' progress by tracking their reading levels, i-Ready scores, and ELA grade. The ELD teacher will review LTEL progress at least once each semester with the ELA teacher, analyzing both the effectiveness of support(s) provided and the student's readiness to reclassify. Prepa Tec - Los Angeles will prioritize resources (e.g., curriculum for ELD instruction, tutoring) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Newcomer is often used as an umbrella term for students born outside the United States who have recently arrived and are new to the country. Newcomer students often include English learners and may also include, but not be limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, students who may have experienced interrupted/limited education, and other immigrant children and youth identified by the local educational agencies (LEAs).

Newcomer students come from many different countries and diverse cultural backgrounds. These students come to school with various levels of educational experiences and speak a variety of languages, which may or may not include English. As newcomer students enter into a new education system, they may respond differently to new academic, language, and social-emotional experiences.

As educators, it is vital to acknowledge the strengths and abilities newcomer students bring, as well as recognize and assist newcomer students as they navigate challenges. It is important for LEAs to identify ways to support newcomer students and their families to ensure the students receive the appropriate services and resources to benefit their success. It is also essential to build partnerships with parents, local communities, and organizations to ensure that newcomer students experience a positive school climate.

Newcomer students are protected under federal laws to access a free, safe, and appropriate public education, regardless of their home language or immigration status. Successful local programs serving newcomer students are based on sound educational theory, are implemented effectively with adequate resources, and are proven effective in developing English language proficiency.¹

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

At Prepa Tec - Los Angeles, we are committed to meeting the academic and developmental needs of all students, including those who demonstrate high academic achievement or advanced learning potential. While Prepa Tec - Los Angeles does not offer a formal Gifted and Talented Education (GATE) program nor administers GATE-specific assessments to identify new students, we provide a rigorous and differentiated instructional experience grounded in the IB MYP framework that ensures students performing above grade level are appropriately challenged and supported.

Although Prepa Tec - Los Angeles does not formally identify GATE students, we use multiple measures to recognize students who consistently demonstrate advanced academic performance. These measures include classroom-based assessments, standardized benchmark data (i-Ready and CAASPP), informal and formal formative assessments, teacher observation, and student work samples. This holistic approach allows teachers to identify students whose performance and learning behaviors indicate readiness for enrichment, extension, or deeper academic challenge across the subject areas.

Instructional supports for high-achieving students are embedded within the general education classroom and delivered through differentiated instruction. Using the flexibility of the IB MYP, teachers design units, lessons, and assessments that provide opportunities for inquiry, independent research, interdisciplinary connections, and real-world application. Strategies such as self advocacy, autonomy for projects that result in action, flexible grouping, and higher-order questioning are used to ensure students are meaningfully engaged and progressing beyond grade-level expectations. All instructional services are provided by general education teachers, with support from instructional coaches, the Instructional Leadership Team, and the Special Education Team to ensure differentiation is rigorous and responsive.

The progress of students performing above grade level is monitored regularly by the ILT, which includes school administrators, coaches, and lead teachers. The ILT reviews academic data, student work, and teacher input to assess growth and ensure that students are being challenged and supported appropriately. Teachers collaborate in Professional Learning Communities to analyze student outcomes and adjust instructional strategies. When

¹ <https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp>

needed, instructional supports are recalibrated to maintain student engagement and promote continuous growth.

While Prepa Tec - Los Angeles does not administer a formal GATE program, the school administrator serves as the designated onsite contact for parents or guardians seeking information or support regarding services for students who are advanced or high-achieving. The administrator works in collaboration with the ILT and instructional staff to respond to parent inquiries, coordinate appropriate supports, and ensure alignment with Prepa Tec - Los Angeles's educational philosophy.

Through this approach, Prepa Tec - Los Angeles upholds its commitment to academic excellence by ensuring that all students including those performing above grade level are challenged, supported, and inspired to reach their full potential in a dynamic, inquiry-based learning environment.

Supporting Students Achieving Below Grade Level

Prepa Tec - Los Angeles is committed to ensuring that every student has the tools and opportunities needed to achieve academic success, including those performing below grade level. Through a comprehensive Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI) framework, we provide targeted academic and behavioral support designed to close learning gaps, accelerate growth, and nurture student confidence. Teachers use data-driven practices to identify areas of need, differentiate instruction, and create inclusive learning environments where all students can thrive. Collaboration among teachers, instructional coaches, specialists, and families ensures that interventions are intentional, consistent, and aligned with the school's International Baccalaureate framework.

Tiered Support and Intervention

- Tier 1: High-Quality, Differentiated Classroom Instruction
At the foundation of support is strong core instruction that emphasizes rigor, accessibility, and universal accommodations.
 - Universal accommodations: proximity supports, structured transfer of information, timed breaks, and chunking of content to ensure equitable access to learning. Teachers design and implement differentiated lessons that embed scaffolds and supports, ensuring that all students—including those struggling—can access grade-level material.
- Tier 2: Targeted Small-Group Interventions Based on Data
When students demonstrate specific skill gaps, targeted support is provided through small-group instruction.
 - Data-driven grouping: i-Ready assessments identify students with similar needs.
 - Instructional strategies: Standards-based RTI lessons, mini-lessons, and small-group activities focused on targeted skills.
 - Behavioral supports: PBIS World strategies used to reinforce positive behaviors and address challenges.

- Reflective planning: Teachers consider past student needs and use weekly assessments, pre- and post-assessments, to refine intervention strategies and track growth.
- Tier 3: Intensive, Individualized Interventions with Progress Monitoring
For students requiring the highest level of support, individualized interventions are developed and closely monitored for progress.
 - Collaborative support: the RSP teacher, and additional specialists provide intensive intervention.
 - ELA interventions: Guided by i-Ready diagnostic data and teacher input, interventions focus on foundational reading skills, comprehension, and literacy development using research-based “science of reading” practices and Marzano mastery approaches.
 - ELD interventions: Informed by summative ELPAC data across all four domains—reading, writing, speaking, and listening—with instruction differentiated to meet each student’s language development needs.
 - Math interventions: Based on i-Ready data and teacher input, students receive explicit instruction using manipulatives, visual aids, number talks, and fluency-building strategies to bridge conceptual understanding and procedural fluency.

Socioeconomically Disadvantaged/Low Income Students

Prepa Tec - Los Angeles is committed to serving all students, particularly those who face systemic barriers to academic success. With an anticipated student population that is approximately 98.6% socioeconomically disadvantaged and 35.1% English Learners, our educational model is specifically designed to address the unique needs of these groups and transform challenges into catalysts for achievement.

Our approach begins with a comprehensive, multi-source identification process for at-risk students, drawing on standardized assessment data, cumulative academic records, prior support services, and detailed parent interviews. Students performing at least one year below grade level in Reading, Writing, Math, or Oral Language as indicated by benchmark i-Ready assessments are immediately prioritized for intervention. This data informs the creation of Individualized Learning Plans (ILPs) that isolate specific academic challenges and guide the delivery of targeted, personalized instructional strategies.

Understanding that socioeconomic disadvantage often creates barriers not only academically, but also socially and logistically, Prepa Tec - Los Angeles makes intentional and strategic investments in resources and personnel to break those barriers down. Students receive small group and remedial instruction from educators trained in trauma-informed and culturally responsive practices, and are equipped with all the academic tools and materials necessary to thrive in the classroom.

To ensure that students have every opportunity to extend their learning and development, we offer priority enrollment in the Expanded Learning Program, which includes before-school and after-school academic support, intersession academic sessions, enrichment classes, and recreational programming, all at no cost to families.

Additionally, students participating in athletics and recreation are provided with all necessary equipment and gear, eliminating any financial obstacles to full participation.

Recognizing that transportation can be a significant barrier for working families and students living at a distance, Prepa Tec - Los Angeles also provides free bus transportation to and from school, enabling every student to arrive safely and on time, and to stay for after-school programming without worry.

Equity extends beyond academics and athletics, all school events, including dances, field trips, and specialized enrichment classes, are completely free. This reflects our belief that every student, regardless of background or income, deserves access to the full school experience.

Our individualized approach is maintained through ongoing assessment, collaborative Student Success Teams, and regular, authentic parent engagement. These are not stand-alone efforts; they are core components of an embedded, schoolwide strategy to ensure that all students, especially those most vulnerable, have access to rigorous academics, responsive support, and a clear, equitable pathway to success.

Students with Disabilities

Special Education MOU

“A Memorandum of Understanding (“MOU”) has been executed by and between the Los Angeles Unified School District, participating in Option 3, and Prepa Tec - Los Angeles Charter regarding the provision and funding of special education services consistent with the requirements of the LACOE Charter SELPA Local Plan for 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.”

- Prepa Tec - Los Angeles is a Non-LAUSD SELPA because it is with LACOE Charter SELPA.

Structure and Services

As a charter school, Prepa Tec - Los Angeles has the option under Education Code Section 47641 to be deemed a Local Educational Agency (“LEA”) for special education purposes.

General Assurances

Prepa Tec - Los Angeles shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its

own LEA, Prepa Tec - Los Angeles, not the LAUSD District, will be responsible for the charter school's compliance with all applicable state and federal laws.

Prepa Tec - Los Angeles hereby provides the following further assurances:

- Per Federal Law, all students with disabilities will be fully integrated into Prepa Tec - Los Angeles programs, with the necessary materials, services, and equipment to support their learning;
- Prepa Tec - Los Angeles will ensure that any student with a disability attending Prepa Tec - Los Angeles is properly identified, assessed and provided with necessary services and supports;
- Prepa Tec - Los Angeles will meet all the requirements mandated within a student's Individual Education Plan (IEP);
- Prepa Tec - Los Angeles will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Prepa Tec - Los Angeles will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring. However, if the student's needs as documented on the plan require a program other than inclusion, the school will work with the LACOE Charter SELPA to provide an appropriate placement and services.
- Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.
- Prepa Tec - Los Angeles will work with the LACOE Charter SELPA to make time and facilities available to meet the needs of the student's IEP;
- Prepa Tec - Los Angeles will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress and will include the LACOE Charter SELPA in IEP reviews conducted by Prepa Tec - Los Angeles, where applicable;
- If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Prepa Tec - Los Angeles, which will then forward such written notice to the LACOE Charter SELPA within two school days;
- The charter school will encourage open communication between the parents and Prepa Tec - Los Angeles and/or LACOE Charter SELPA for any items related to the special education services;
- Students at Prepa Tec - Los Angeles who have IEP's will continue to attend the school, unless the IEP recommends otherwise; and
- In order to comply with Child Find requirements as specified by law, Prepa Tec - Los Angeles has established a referral and assessment process that brings together the parent/guardian, student and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, Student Study Team ("SST") referral, assessment and IEP review.

- The facilities to be utilized by Prepa Tec - Los Angeles shall be accessible for all students with disabilities.

Search and Serve

Upon the commencement of Prepa Tec - Los Angeles year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for enrollment purposes. Through collaboration between the faculty and Head of School, Prepa Tec - Los Angeles' will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Head of School and faculty will then convene the SST for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a SST composed of the student, the student's parent or guardian, the Head of School, and a charter school faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Prepa Tec - Los Angeles may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed that special education and related services are provided at no cost to them.

Prepa Tec - Los Angeles will serve its special education students by providing many of the following school supports, when circumstances permit:

- Implementing smaller class sizes;
- Utilizing a longer school day and/or an extended school year (as described in the instructional days and minutes calendar, Prepa Tec - Los Angeles already provides instructional minutes above the State requirements)
- Pushing-in or pulling-out services by special education personnel:
- § Push-In: The special education teacher may provide services in the classroom during regular instruction, such as working side by side with a student to understand academic vocabulary when an IEP calls for academic vocabulary comprehension;
- § Pull-Out: The student(s) will be pulled out of his/her classroom to receive special education instruction and/or services in the special education office or classroom.
- Using technology/accelerated learning software; and
- Parent learning about how to support special education identified children at home through parenting classes, weekly newsletters, and parent support programs as an integral part of the communication process between school and home about available services.

Assessment

Referral for Assessment: The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services.

1. Referral Response: 15 Days: Prepa Tec - Los Angeles 'internal method for referral for assessment will be the SST. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Prepa Tec - Los Angeles within 15 days.
2. Notification of Assessment Request: 5 Days: Prepa Tec - Los Angeles will notify the LACOE Charter SELPA (where applicable according to LACOE Charter SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Specialist that special education and related services are provided at no cost to them.
3. Assessment Plan: 15 Days: If Prepa Tec - Los Angeles concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days.
4. Parent Consent: 15 Days: If the parent receives a written Assessment Plan, the parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be performed only upon receipt of written parent permission.
5. IEP Meeting: 60 Days: The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment Process: The Special Education Specialist will be responsible for gathering all pertinent information and sharing such information with the LACOE Charter SELPA (where applicable according to LACOE Charter SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- ·Review of school records, reports, and work samples; and Parent input.
- Unless conflicting with LACOE Charter SELPA policies and procedures, Prepa Tec - Los Angeles will follow the following assessment guidelines. If a conflict with LACOE Charter SELPA policies and procedures exists, then LACOE Charter SELPA policies and procedures will govern.
- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program
- meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;

- Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s need for special education. Prepa Tec - Los Angeles will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Interim and Initial Placements of New Charter School Students

Within California, outside LACOE Charter SELPA: In accordance with Education Code Section 56325(a)(1), for students who enroll in Prepa Tec - Los Angeles from another school district within the State, but outside of the LACOE Charter SELPA with a current IEP within the same academic year, the charter school shall provide the pupil with a Free Appropriate Public Education (“FAPE”), including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Prepa Tec - Los Angeles shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

Within LACOE Charter SELPA: In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Prepa Tec - Los Angeles from a district operated program under the same special education local plan area of Prepa Tec - Los Angeles within the same academic year, the charter school shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Prepa Tec - Los Angeles agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

Outside California: For students transferring to Prepa Tec - Los Angeles with an IEP from outside of California during the same academic year, Prepa Tec - Los Angeles shall provide the pupil with a Free Appropriate Public Education (“FAPE”), including services comparable to those described in the previously approved IEP in consultation with the parents, until Prepa Tec - Los Angeles conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the charter school, and develops a new IEP, if appropriate that is consistent with federal and state law.

Development, Implementation, and Review of IEPs

Development and Implementation of IEPs: Every student who is assessed by Prepa Tec - Los Angeles will have an IEP that documents assessment results and eligibility determination for special education services, such as for autism, deaf-blind, deafness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, vision impairment and other disabilities which may be mandated. The IEP will then be implemented immediately. Prepa Tec - Los Angeles will ensure that all aspects of the IEP

and school site implementation are maintained and will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by a general education teacher.

Students at Prepa Tec - Los Angeles who have IEPs will be served in the Least Restrictive Environment (LRE). This means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers.

A student's IEP must provide for a Free Appropriate Public Education ("FAPE"), which is an educational program that is individualized to the specific child, designed to meet that child's unique needs, provide access to the general curriculum, meet the grade-level standards established by the state, and be reasonably calculated to provide the student with some educational benefit.

A copy of the IEP will be given to the parent in accordance with state laws and LACOE Charter SELPA policies. Upon written consent of the parent/guardian, Prepa Tec - Los Angeles will implement the IEP, in cooperation with the LACOE Charter SELPA in which Prepa Tec - Los Angeles is a member. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and, where needed, the reasons the student did not meet the goal. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered; special education programs and services to be provided to a student with a disability are to be made by the IEP team.

The IEP team must include all of the following members:

- A parent or guardian of the student for whom the IEP was developed; the student, if appropriate;
- the Head of School or Prepa Tec - Los Angeles representative
- at least one special education teacher;
- a general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- a LACOE Charter SELPA special education representative, if appropriate; and
- if the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.
- Others familiar with the student may be invited as needed. Prepa Tec - Los Angeles views the parent as a key stakeholder in these meetings and will make every effort to accommodate the

parent's schedule and needs so that s/he will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods,

- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
 - A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and accommodations will be made as necessary to measure the academic achievement and functional performance of the pupil on state and district assessments. IEP meetings will be held according to the following schedule:
1. Yearly to review the student's progress and make any necessary changes;
 2. Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
 3. After the student has received a formal assessment or reassessment;
 4. When a parent or teacher feels that the student has demonstrated significant educational growth

Students in Other Sub Groups

At Prepa Tec - Los Angeles, we are deeply committed to ensuring that every student regardless of their housing situation has full access to a stable, high-quality education. Guided by the McKinney-Vento Act, we recognize that homelessness can take many forms beyond living on the streets. It may mean a family is living in a shelter, a motel, or doubled up with relatives due to financial hardship.

At the start of each school year, Prepa Tec - Los Angeles collects housing data through a confidential housing questionnaire completed by all families. If a family indicates they are experiencing housing insecurity, they are promptly scheduled to meet with the school's McKinney-Vento liaison and the Assistant Head of School. This meeting allows us to assess the family's unique circumstances and develop a tailored plan of support that ensures both immediate needs and long-term stability are addressed.

We ensure that students experiencing homelessness can enroll immediately, even without typical documentation like proof of residency, immunization records, or school transcripts. Students are also entitled to remain at their school of origin if it's in their best interest, and transportation support is made available upon request.

Once enrolled, these students are fully included in all school programs and activities, and they automatically qualify for school nutrition programs. Prepa Tec - Los Angeles provides equitable access to academic resources, extracurriculars, and any other services for which the student is eligible, with the goal of removing every barrier to success.

All information is handled with strict confidentiality to protect the dignity and privacy of our families. At Prepa Tec - Los Angeles, we believe every child deserves consistency, connection, and a learning environment where they are seen, supported, and set up to thrive, regardless of their housing status.

As it pertains to Foster Youth, we are fully aligned with the mandates of Assembly Bill 490, which took effect on January 1, 2004, and established critical protections and supports for students in foster care. This includes youth under the supervision of Department of Child Family Services (DCFS) or probation, placed in licensed

foster homes, group homes, or with relative caregivers. AB 490 recognizes the unique educational challenges faced by foster youth and ensures that school stability and continuity are prioritized.

Under this law, foster students have the right to remain in their school of origin when it is determined to be in their best interest, regardless of changes in placement. Prepa Tec - Los Angeles honors this right and works closely with social workers, caregivers, and probation officers to make school continuity possible for every foster student we serve. Additionally, all foster youth, including those in group homes or under DCFS care, are entitled to immediate enrollment in school, without delay and regardless of the availability of school records or typical enrollment documents.

At Prepa Tec - Los Angeles, we recognize that collaboration is key. AB 490 requires a coordinated effort among educators, school personnel, social workers, probation officers, caregivers, and juvenile court representatives and we take that charge seriously. Our staff is trained to respond with urgency, empathy, and clarity when supporting school transitions for foster youth.

Hispanic Students

Our school community is proud to serve a significant population of Hispanic students, who represent a vital and valued subgroup within Prepa Tec - Los Angeles. We recognize that the success of our Hispanic students is central to the overall success of our school, and we have developed intentional strategies to ensure their academic growth, cultural affirmation, and social-emotional well-being.

Hispanic students are supported through a combination of differentiated instruction, targeted intervention, and expanded learning opportunities. Teachers and intervention staff analyze data disaggregated by subgroups to identify learning gaps and provide responsive supports, including small-group instruction, tutoring, and extended learning through our after school and intersession programs. Bilingual staff and family liaisons help bridge language barriers, ensuring parents and guardians are engaged partners in their child's education.

For students who are English Learners, we provide comprehensive language development support integrated into both the school day and expanded learning programs. These supports include structured ELD (English Language Development) blocks, visuals such as Thinking Maps, and academic vocabulary development. At the same time, we value and affirm bilingualism as an asset, encouraging students to take pride in their home language and culture.

Our curriculum and enrichment opportunities are designed to be culturally responsive and affirming. Students see themselves reflected in literature, history, and classroom discussions. Enrichment offerings in the expanded learning program include arts, music, and cultural celebrations that highlight Hispanic heritage, fostering pride and belonging. This intentional focus strengthens engagement and builds a school culture that respects and uplifts their identity.

Recognizing the critical role families play in student success, we provide accessible and culturally relevant communication and engagement opportunities. Parent meetings, workshops, and school events are offered bilingually, and materials are translated to ensure equity of access. Our family engagement strategies emphasize partnership, ensuring Hispanic parents have a strong voice in shaping school initiatives.

Through these supports, our Hispanic students demonstrate steady progress toward meeting and exceeding English Learner proficiency on the California Dashboard. Our goal is to continue narrowing achievement gaps,

ensuring equitable outcomes in literacy, math, and overall readiness for high school. The Hispanic subgroup remains a priority in our data monitoring, program design, and resource allocation, underscoring our commitment to equity and excellence for all students.

A Day in the Life of a Prepa Tec – Los Angeles Student

At Prepa Tec – Los Angeles, each school day is intentionally structured to provide students with a rigorous, well-rounded educational experience rooted in the International Baccalaureate Middle Years Programme and aligned to California State Standards. Students are supported from the start of the day, with the Before School Program beginning at 6:30 a.m. in a safe, structured environment where they can complete homework, read, or prepare for the day.

The academic day offers a dynamic, interdisciplinary schedule where students engage in inquiry-based learning, collaborative projects, and critical discussions. Instruction emphasizes rigor and relevance, with students applying concepts across subject areas and exploring complex global questions. Technology is integrated as a tool for learning, with students using digital platforms for research, analysis, communication, and design. Within the IB MYP design cycle, students investigate, plan, create, and evaluate, developing both problem-solving and digital citizenship skills.

Student work including reflections, journals, self-assessments, and service projects demonstrates growth in both academic knowledge and personal development. Learning extends beyond the school day through the Expanded Learning After School Program, which runs until 6:00 p.m. and provides academic tutoring, STEM, arts, athletics, and project-based enrichment opportunities. Students are offered healthy snacks and a balance of structured activities and exploratory learning in a safe environment.

From early morning to after-school enrichment, Prepa Tec - Los Angeles maintains high expectations while providing the guidance, resources, and community needed to cultivate globally minded, academically prepared, and socially responsible students.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for pupil subgroups served by the charter school, as that term is defined in 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, or the nature of the program operated, 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.

Measurable Goals of the Educational Program

Please see LCFF Table Element 1, The Requirements of California Education Code 47605(B)(5)(A)(ii)

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Please see LCFF Table Element 1, The Requirements of California Education Code 47605(B)(5)(A)(ii)

Method of Measuring Pupil Progress Toward Outcomes: Formative Assessment

Prepa Tec - Los Angeles implements a rigorous academic program designed to ensure that all students are making steady progress toward mastery of California State Standards. The school's approach is anchored in ongoing assessment, targeted intervention, and data-informed instruction all of which contribute to a coherent framework that supports student success across grade levels and content areas.

School Level Assessments

A core assessment and instructional tool utilized daily at Prepa Tec - Los Angeles is i-Ready, which has been implemented schoolwide since the 2023–2024 academic year for students in grades 6 through 8. i-Ready provides individualized, adaptive “My Path” lessons in both Reading and Math, allowing students to engage in personalized learning aligned to their current performance levels. In addition to the individualized pathways, teachers have the autonomy to assign targeted lessons and specific skill-based content to support areas of need identified through classroom data or observation. i-Ready also functions as a benchmark diagnostic assessment, administered to all students in Reading and Math during Quarters 1 through 3, and as needed in Quarter 4. This dual-use model ensures both ongoing formative support and systemwide progress monitoring.

Prior to adopting i-Ready, Prepa Tec - Los Angeles utilized the NWEA MAP Growth assessments in Reading, Writing, and Math. The transition to i-Ready was made based on its greater alignment to rigorous, conceptually driven content, as well as its capacity to provide both daily personalized instruction and benchmark diagnostic data, thereby enhancing the responsiveness of academic interventions.

In addition to internal assessments, Prepa Tec - Los Angeles administers the California Assessment of Student Performance and Progress (CAASPP) annually in May. All students in grades 6 through 8 participate in the CAASPP for English Language Arts, Mathematics, and Science. These summative assessments offer a broader measure of student achievement relative to state standards and are used to inform instructional planning and schoolwide academic goals.

Prepa Tec - Los Angeles also administers the English Language Proficiency Assessments for California (ELPAC) to support English Language Learners (ELLs). The Initial ELPAC is administered within 30 calendar days of enrollment for students whose primary language is not English and who are entering Prepa Tec - Los Angeles from a school outside California. The Summative ELPAC is administered annually each spring to all students identified as English Language Learners to measure growth in English language proficiency and inform the provision of ELL services.

Through the thoughtful implementation of these assessments and instructional support, Prepa Tec - Los Angeles maintains high expectations for student growth and achievement. While the school aims for all students to reach proficiency and above, equal emphasis is placed on celebrating meaningful academic progress. This balanced focus ensures that students are recognized for their individual growth trajectories while also being challenged to meet and exceed rigorous academic standards.

Assessment Administered by Grade and Subject Area

Assessment	Purpose	Grade	Administration Timeline
English Language Arts			
CAASPP	State Standardized Test	6-8	Once a year
i-Ready Reading	District Assessment	6-8	Beginning of the year, middle of the year and end of the year
Standard Aligned Teacher Summative Assessment	Measure standards mastery	6-8	At the end of the unit
Mathematics			
CAASPP	State Standardized Test	6-8	Once a year
i-Ready Math	District Assessment	6-8	Beginning of the year, middle of the year and end of the year
Standard Aligned Teacher Summative Assessment	Measure standards mastery	6-8	At the end of each unit
ELD			
CAASPP	State Standardized Test	6-8	Once a year
i-Ready Math	District Assessment	6-8	Beginning of the year, middle of the year and end of the year
ELPAC	Measure language acquisition	6-8	Initial Assessment upon enrollment; once

			annually in spring
Standard Aligned Teacher Summative Assessment	Measure standards mastery	6-8	At the end of each unit
Science			
CAST	State Standardized Test	6-8	Once a year
Standard Aligned Teacher Summative Assessment	Measure standards mastery	6-8	At the end of each unit
Social Studies			
Standard Aligned Teacher Summative Assessment	Measure standards mastery	6-8	At the end of each unit

Data Analysis and Reporting

Intentional use of data to drive decisions

Utilizing data to drive instructional decisions is paramount in planning lessons that balance standards based grade level instruction, enrichment opportunities for a sub group of students that is exceeding grade level standards and remediation for those students who require additional support. The most important component, monitoring student progress.

At Prepa Tec - Los Angeles we use our i-Ready Assessments to identify strengths and gaps, then align instruction appropriately, e.g. small groups, interventions, and/or enrichment. By combining i-Ready Assessments with teacher created lessons, the PTLA math department can adjust to individual learning styles and address immediate student needs. Teacher judgement is critical. They are the individuals that take raw data to adapt their instruction to individual students, e.g. pacing schedules and scaffolds.

Our College Preparatory Math Curriculum ensures that instruction is aligned to grade level standards. By embedding skills learned from i-Ready into the broader curriculum sequence, there is a connection and alignment between instruction, remediation and enrichment. Our CPM curriculum focuses on problem based learning, collaborative problem solving and a deeper student understanding of mathematical concepts.

Communication with Students and Families

Parent-teacher conferences shall be held once a semester to provide families with an opportunity to review summative student progress. These conferences are intended to strengthen communication between the school and home, ensuring that parents and guardians receive detailed information about their child's academic achievement, social development, and overall performance.

In addition to the regularly scheduled conferences, teachers may arrange individual meetings with parents or guardians when it is determined that additional communication would be beneficial. These supplemental conferences may address matters not fully reflected in the student's progress report, including academic concerns, behavioral observations, or strategies to support continued growth. By meeting with families once a semester as well as on a need to need basis, it allows the conversation about the student's progress to be more frequent.

Student participation in conferences is encouraged to allow students the agency to be part of their learning journey. Involving students in these discussions can promote accountability, foster self-reflection, and help students take an active role in their educational journey. The level of student involvement will be tailored to the maturity of the student and the specific issues under discussion.

The school values these conferences as an essential component of the partnership between educators and families. By facilitating open dialogue, conferences create a shared understanding of student strengths and areas for improvement, while also providing a forum to identify resources and supports that may enhance learning. This ongoing collaboration between school and home helps to ensure that every student has the opportunity to reach their fullest potential.

Conferences are regarded as a formal mechanism to support student success. Through consistent communication, shared responsibility, and appropriate student involvement, the school ensures that families are active partners in the educational process. These conferences shall be used to monitor academic progress, address concerns, and reinforce strategies that promote both achievement and personal growth.

Grading, Progress Reporting, and Promotion/Retention

To focus clearly on student learning, it is necessary to have a grading policy that is authentic, consistent and meaningful. Grading and reporting are foundational elements in nearly every educational system. Grading represents teachers' professional evaluations formative or summative of students' performance. Reporting is how the results of those evaluations are communicated to students, parents, or others. Because of their fundamental nature, educators must ensure that grading and reporting practices always meet the criteria for validity and reliability. And because of their primary communication purpose, educators must also ensure that grading and reporting are meaningful, accurate, and fair. Since Prepa Tec - Los Angeles provides students an educational experience that meets both the Common Core State Standards as well as the aims and objectives of the IB MYP, a alignment of the two systems must be developed and used with consistency.

Prepa Tec - Los Angeles Grading and Progress Reporting Systems

Progress reports will be provided to parents at the end of each quarterly reporting period during the school year. These reports will communicate the grade for each subject in which the student was enrolled for that period. Quarter grades may be changed to reflect learning that occurs in a subsequent quarter(s).

At the beginning of each school year, Head of Schools facilitate a discussion around assessment and grade reporting practices at a staff meeting. Topics will include, but not be limited to, Board and school policies and procedures, IB MYP policies, student assessment and evaluation research and best practice and other relevant topics.

A grade that reflects the achievement of learning standards will be given in each subject for each of the reporting periods. The quarter grades will reflect the student's knowledge and skill attainment in the subject from the beginning to the final day of the quarter. Letter grades that may be used, with their meaning and grade point value, will be as follows and are aligned to the IB Scale of Achievement:

IB Level Descriptors

IB Achievement	Level Descriptor	Conversion to traditional Grade
7	<i>High quality, frequently innovative</i> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Evidence of high quality analysis, synthesis and evaluation is shown where appropriate. Originality and insight always produces work of high quality.	A+ / A
6	<i>High quality, occasionally innovative</i> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.	A / A-
5	<i>Generally high quality</i> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight	B+ / B
4	<i>Good quality</i> A good understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation	B / B-
3	<i>Acceptable quality</i> Acceptable achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support	C+ / C
2	<i>Limited quality</i> Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.	C / C-
1	<i>Very limited quality</i> Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.	D+ / D

The assessment process at Prepa Tec - Los Angeles, involves the active participation of students, teachers and parents. They work together to keep each other informed about the child's progress. The student is at the center of the process and is actively involved in and takes some responsibility for his/her own assessment. Teachers, students and parents support each other in the on-going assessment process.

This will be evident when teachers:

- Plan with assessment as the focus of the teaching and learning in their classroom.
- Value and promote assessment as an integral part of the learning process in the classroom with their students
- Allow their students time to reflect on themselves and their own learning as part of the teaching and learning process
- Model the habit of reflection with their students
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom
- Adapt their teaching and the learning environment to cater for all student learning styles
- Provide students with the expected outcomes or assessment criteria prior to a particular task
- Identify the extent to which the learning outcomes or assessment criteria are met by an individual student
- Select from a wide range of assessment tools, reflecting student needs and skills
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents
- Communicate clearly and openly with students and parents about achievements, on-going progress and future goals

This will be evident when students:

- Participate meaningfully in assessing and evaluating their own learning
- Become aware of their own strengths and weaknesses
- Become aware of their own learning style
- Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness
- Are aware of, use and develop a range of assessment tools
- Share the outcomes of their learning with peers, teachers and parents.
- Contribute to the assessment process through managing their own portfolios
- Select and reflect on the work put into their portfolios
- Know what the expectations are for their work and behavior at school
- Recognize and increasingly use the common assessment vocabulary used throughout the school
- Prepare for and lead their celebrations with parents and teachers, describing their own learning and explaining the purpose behind the activities they have been engaged in

Promotion and Retention

1. Warning Notices, Retention, and Promotion

a. Per California Education Code, Section 49067 (a), the parent of each pupil shall be notified in a conference, or a written report, whenever it becomes evident to the teacher that the pupil is in danger of failing a course. Prepa Tec - Los Angeles policy requires warning notices to be issued at the middle point of the reporting period. The refusal of the parent to attend the conference, or to respond to the written report, shall not preclude assigning a failing grade at the end of the grading period.

b. Per California Education Code, Section 48070.5 (e), parental notification is required at each reporting period. When a pupil is identified as being at risk of retention; a pupil's parent or guardian shall be provided with the opportunity to consult with the teacher(s) responsible for the decision to retain the pupil.

2. School site monitoring of at-risk student

(1) Head of School or designee

- (a) Monitor student participation in intervention programs
- (b) Monitor students' academic progress by reviewing student achievement result and meeting with teachers during the year to discuss specific plans for instruction
- (c) Coordinate compliance with the guidelines and timelines outlined in this procedure

(2) Classroom teachers will monitor the academic progress of students throughout the school year, base their instruction on student needs, implement appropriate interventions, and communicate student progress to parent(s)/guardian(s).

(3) Superintendent of Instruction. During school visits, the instructional leader will discuss with the Head of School the progress of at-risk students and monitor the overall improvement of achievement at the school site.

(4) Promotion/Retention Decision. As specified by Education Code Section 48070.5, the administrator makes the final decision concerning promotion/retention of students.

Discussion with parent/guardian. As specified by Education Code Section 48070.5, the teacher's evaluation concerning the student's progress shall be discussed with the parent/guardian before the teacher makes the final determination of pupil retention or promotion. The discussion may occur via a teacher/parent/student conference (preferred), telephone call, a general parent/guardian meeting, or home visitation. When possible, the discussion is to be conducted in the primary language of the parent/guardian. Parents/guardians of students at the exit grade (5/6) who have questions regarding course placement decisions for the ensuing year should be referred to the receiving middle level school.

(5) Documentation and communication of the final decision

- Within the last quarter, the teacher will indicate the final decision regarding student placement on the "Teacher Decision to Promote or Retain: Grades 6-8" form, and submit the form to the Head of School for signature
- The Head of School will sign the "Teacher Decision to Promote or Retain: Grades 6-8" form and provide the parent/guardian a copy at least three (3) weeks prior to the last day of instruction. For students recommended for retention, the form should be discussed with the parent/guardian during a conference
- The notification will inform the parent/guardian that he/she may request a conference regarding the child's academic program in the coming school year. Should the parent/guardian wish a conference, the assigned classroom teacher will coordinate and convene the meeting
- The notification will inform the parent/guardian of the appeal process

(6) Parent/guardian appeal process. School sites shall provide parent(s)/ guardian(s) an opportunity to appeal the decision of the administrator.

- The appeal shall occur prior to the end of the school year
- Upon receipt of the appeal, the Head of School or designee shall review all related evidence and convene a meeting with the assigned classroom teacher, parent/guardian, and student (if appropriate)
- The hearing discussion will include the student's progress, assessment results, participation in prescribed intervention programs, and overall readiness for promotion. When possible, the proceedings are to be conducted in the primary language of the parent/guardian
- Following the meeting, the teacher and school Head of School will make the final promotion/ retention decision
- The Head of School or designee shall contact the parent/guardian regarding the disposition of the appeal in a written notification
- A decision by the assigned classroom teacher and school Head of School to promote or retain a student cannot be overturned unless "determined to be a direct result of clerical or mechanical mistake, fraud, bad faith or incompetency"

LEMENT 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.

Governance Structure

Prepa Tec - Los Angeles is a directly-funded independent charter school and is operated by a non-profit public benefit corporation, Alta Public Schools.

Alta Public Schools are organized under the Non-profit Public Benefit Corporation Laws of California, specifically with the purpose of exclusively establishing and operating charter schools pursuant to applicable federal, state and municipal laws and regulations relating to public agencies and charter schools.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the District has complied with all oversight responsibilities required by law.

Governing Board Composition and Member Selection

The Board of Directors of Alta Public Schools governs Prepa Tec - Los Angeles and other charter schools under the corporation.

The Board of Directors shall consist of no less than (5) nor more than nine (9) directors unless changed by amendment to these bylaws. The Board composition shall include one (1) parent representative from each charter school operated by Alta Public Schools and three (3) to five (5) community members.

Vacancies on the Board of Directors may be filled by approval of the Board of Directors. Any vacancy caused by the death, resignation, or removal of a Director shall be filled in accordance with the provisions of California Corporations Code: Title I, Corporations; Division 2, Non Profit Corporations Law; Part 2, Non Profit Public Benefit Corporations, Chapters 1-19 as indicated in APS Bylaws.

The current Board has six (6) voting members with additional board positions available for community members. All directors shall be designated by the existing Board of Directors. All directors, except any director appointed

by the chartering authority, if any, are to be designated at the annual meeting of the Board of Directors. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. Bylaws may be amended as the need arises and will not constitute a material change to the charter.

Directors shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the operative Board of Directors member role description. The qualifications of the existing Board of Directors are set forth and demonstrated in the District's required Board Member Questionnaire and the resumes submitted therewith.

The composition of the Alta Public Schools Board of Directors contributes to effective school governance by ensuring that key areas of business, finance, and educational administration are represented by the body charged with fiduciary duty over the Charter School. Moreover, the board's composition was designed to include community and parent membership to ensure that decision-making is informed by internal and external constituencies.

Board members and officers are elected at the annual meeting each year. Before the annual meeting, a nominating committee of three Board members nominates qualified candidates for a three-year term of service or until a successor is elected. Any candidate may be nominated by members of the school community provided that it is passed along to the nominating committee.

Governance Procedures and Operations

The Board of Directors will meet regularly at 8001 Santa Fe Ave., Walnut Park, CA 90255 and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors may also designate that a meeting may be held at any place within the physical boundaries of Los Angeles County, with teleconference locations at each school site, by proper notice under the provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Section 54950 and Education Code Section 47604.1(c).

At least 72 hours before a regular meeting, at the location of the meeting and all school sites, and on the Charter School's website homepage with a direct link, the Board of Directors, or its designee posts an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. At least 24 hours before a Special Meeting, at the location of the meeting and all school sites, and on the Charter School's website homepage with a direct link, the Board of Directors, or its designee, posts an agenda, containing a brief general description of each item of business to be transacted or discussed at the meeting.

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

A two-way teleconference location for meetings will be established at the school site(s) where the meeting is not being held. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with: (a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates; (b) All votes taken during a teleconference meeting shall be

by roll call; (c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting; (d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda; (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and (f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

An Annual Board retreat will be held once a year. The purpose of the retreat is for team building, strategic planning, and the integration of new Board members into the culture of the organization. In addition, the Board ensures initial and ongoing governance training to ensure that all members are able to effectively serve (e.g. Brown Act, Conflict of Interest Code, compliance monitoring, policy review, etc.) The process and timeline for setting the annual calendar is decided upon by the board at our Annual Board retreat.

Committees of the Board meet on a regular basis. Committee meeting frequency varies depending upon the function of the committee (e.g. Finance Committee typically meets every other month whereas the Audit Committee may meet less frequently) At least 72 hours before a regular committee meeting, the committee chair, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda will be posted on the outside at the entrances of the meeting location, at 8001 Santa Fe Ave., Walnut Park, CA 90255.

The Board of Directors is responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Chief Executive Officer;
- The Board may delegate the management of the corporation's activities including hiring, promotion, and dismissal to the Chief Executive Officer, provided that the activities and affairs of the corporation shall be managed, and all corporate powers shall be exercised under the ultimate direction of the Board;
- Approve contractual agreements exceeding the thresholds set forth in the Charter School's Fiscal Policies and Procedures;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;

- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and act on recommended student expulsions.

The duties of the Board Chair include:

- The Board's point of contact on all operational issues;
- Advisement to the Board concerning the Corporation's business;
- Oversight and implementation of all Board orders and resolutions;
- Representing the Corporation within the boundaries of policies and purposes established, including the SBE/CDE;
- Updating the Board on staff performance concerning program objectives

The duties of the Treasurer include:

- Oversight of all books and records of accounts and business transactions ;
- Oversight of all deposits and disbursements of money and valuables;
- Oversight of formation and function of annual audit committee findings and reporting;
- Serving as a liaison to the SBE/CDE on issues related to fiscal matters

The duties of the Secretary include:

- Bookkeeping and noticing for all meetings;
- Brown Act training;
- Serving as a liaison to the SBE/CDE on issues related to policy and records

Additionally, 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 are not in conflict with this charter or the purposes for which schools are established.

The Charter School has adopted a Conflict-of-Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

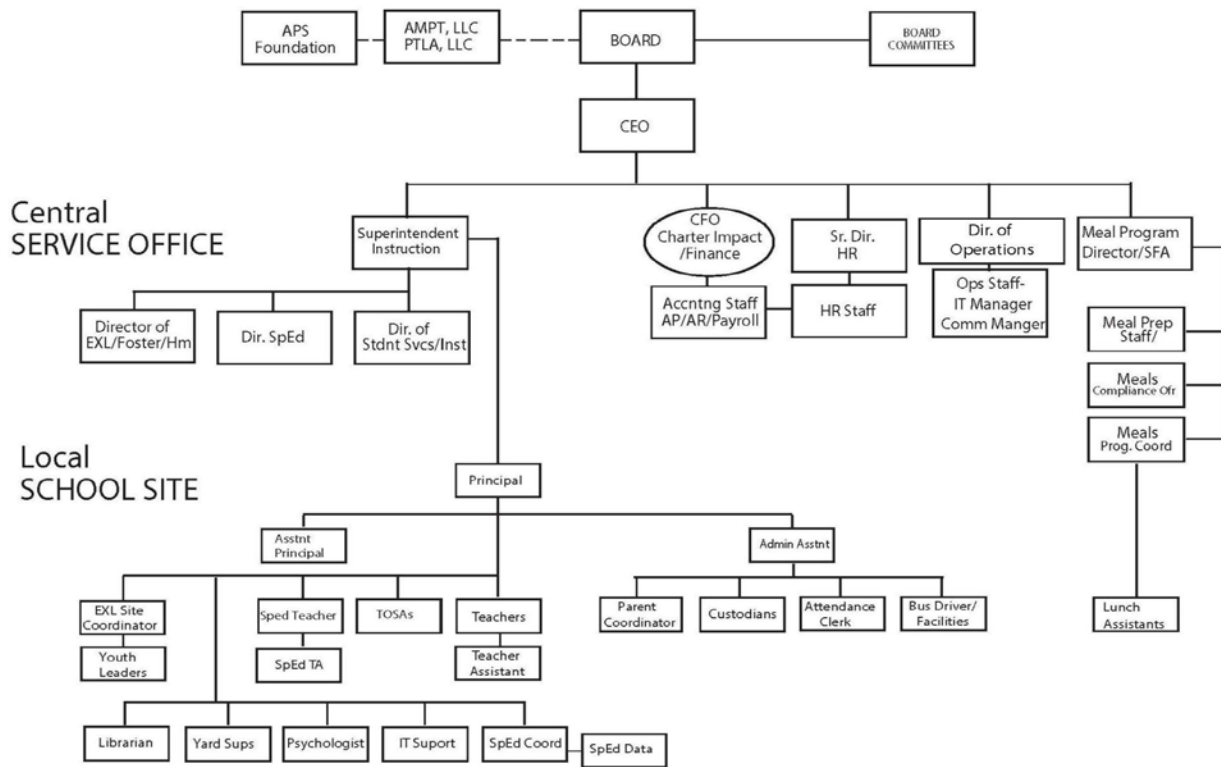
The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it. The Board of Directors may only delegate those duties permitted by law, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation, if any, will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

Organizational Chart

Alta Public Schools Organizational Structure 2025-2026



The Chief Executive Officer and Network staff (i.e., the Central Office) who support Prepa Tec - Los Angeles are responsible for the oversight of all school operations; the Superintendent of Instruction closely supervises the Prepa Tec - Los Angeles Head of School. Additional Network staff support school site operations and work in close collaboration with the Head of School and Superintendent of Instruction. Job descriptions and qualifications for the key leadership staff are included in Element 5.

The Head of School serves as the operational and educational leader of the school, responsible for implementing programs, policies and procedures to realize the Charter School’s mission and vision. The Head of School is responsible for providing instructional leadership in hiring, training, and evaluating (in collaboration with the Network Staff) teachers and other instructional and support staff.

Stakeholder Involvement

The Prepa Tec - Los Angeles decision-making process in which all stakeholders are represented is designed to:

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

The Prepa Tec - Los Angeles model of decision-making will be democratic in nature. If an agreement cannot be reached on any issue, the Chief Executive Officer will have final authority in all matters pertaining to school operations. The Superintendent of Instruction will have final authority in all matters pertaining to instructional pedagogy.

Prepa Tec - Los Angeles understands that stakeholder involvement in the life of the school is essential to the success of the school. The school made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional programs. Prepa Tec - Los Angeles will encourage parents to participate in the school by:

1. Encouraging parents to participate in the life of the school. Volunteering hours are not a condition of enrollment or continued enrollment.

Volunteering may involve in-house reading time or Saturday and holiday school cleanup days will be provided for those parents that can't meet their commitment due to hardship conditions. Parents will be notified of these alternatives on a case-by-case basis through an in-person meeting with the Head of School or the Superintendent of Instruction of Instruction. Parents may opt out of volunteering. Volunteering opportunities include:

1. Saturday school clean up days
2. Holiday school clean up days
3. In-home reading time with school students
4. In-home teacher grading or translating
5. In-home trip scheduling
6. In-home communications with other parents

2. Parents will be encouraged to serve on the School Site Council (SSC). Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. The school web site will facilitate the dissemination of information on areas of specific interest to parents.

The process by which stakeholders are involved in governance is to join the Charter School's Board of Directors and or the School Site Council. The Prepa Tec - Los Angeles Head of School/Head of School will involve the students, parents, teachers and staff in developing the school's annual LCAP and will work with all stakeholders to participate in reviewing the school's annual progress and providing feedback on established goals to allocate resources for potential needed program adjustments for coming years.

Adhering to EC Section 52852 reads as follows:

A School Site Council (SSC) shall be established at each school, which participates in school-based program coordination. The council shall be composed of the Head of School and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the secondary level the council shall be consulted to ensure parity between (a) the Head of School, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

School Site Council and Other Committees

The Superintendent of Instruction will manage the day-to-day operation of the instructional program and instructional staff of all schools. The Superintendent of Instruction will assist in creating and may lead specific committees, which will include all stakeholders of the instructional program. The Head of School will create parent and teacher committees, for example, per grade level to oversee the implementation and development of a certain grade level. The Superintendent of Instruction may choose to serve on the CCS or other committees and have a designee to gather parent and school-level information to be taken for discussion and information to the APS Board.

Committee composition and selection

Each grade level will select teachers and parents to serve on these committees and all representatives will be selected on an annual basis. Parents will elect representatives to serve on the School Site Council and other grade level and school-wide committees.

A School Site Council is established at each school, which participates in school-based program coordination. The council is composed of the Head of School and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the secondary level, the Council shall be constituted to ensure parity between (a) the Head of School, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

1. The Head of School as they are the same, shall be a former member of the school site council.
2. The Head of School may invite other stakeholders to act in an advisory capacity at the School Site Council meetings. The Council meets once each month to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process, as is part of the development of the Local Control Accountability Plan (LCAP). While the model of decision-making at Prepa Tec - Los Angeles is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the Chief Executive Officer holds final authority in all matters pertaining to operations and the Superintendent of Instruction holds final authority in all matters pertaining to overall instruction. The Head of School has final authority in all matters pertaining to site level instruction.

3. Parents will take part in the School Site Council and other parent and school-wide committees, such as the fundraising and curriculum committees. In these committees parents will be encouraged to make recommendations on any and all matters related to the strengthening of the Prepa Tec - Los Angeles community.
4. Taking part in weekly parent informational meetings and workshops that will be held to assist parents in supporting their children's experience at Prepa Tec - Los Angeles.

English Learner Advisory Committee (ELAC)

In accordance with the California Education Code, section 52176(b), all schools with twenty-one or more English learner (EL) students, not including Reclassified Fluent English Proficient (RFEP) students, are required to establish an English Learner Advisory Committee (ELAC). Schools are required to form the ELAC at any time during the school year when the number of identified EL students reaches 21 or more. All parents with students attending the school in which the ELAC is established are eligible and should be encouraged to participate in the ELAC. The Head of School must ensure that ELAC members receive appropriate training.

Responsibilities

1. The ELAC shall be responsible for advising the Head of School and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment;
 - b. Ways to make parents aware of the importance of regular school attendance;
 - c. Advise on the development of the SPSA in relation to the English Learner Master Plan;
 - d. Assist in the development of the school's language census, assessment of achievement gaps of the EL student population, and the development and evaluation of the school's programs and services for EL students;
 - e. Advise on efforts to inform parents about the importance of regular school attendance, review the school's student attendance data and the Alta Public Schools's student attendance policy;
 - f. Include on the meeting agendas information related to the Alta Public Schools' English Learner Master Plan;
 - g. Use the Comprehensive School Needs Assessment/Annual Survey to identify and address the linguistic and academic needs of EL students and to develop training and support for parents;
 - h. Convene four times per year at a time that is agreeable to members. These four meetings do not include a mandatory orientation and election.
 - i. Adhere to the California Open Meeting Law (Brown Act) as required by California Education Code 35147, provided bylaws and Robert's Rules of Order;
 - j. Maintain the following documents on file (scanned electronic or hard copy) in a secure location for five years and be available for review during Alta Public Schools, state and federal compliance reviews: orientation and election meeting announcements, ballots, minutes, records of attendance, agendas, handouts, documents used to verify member eligibility requirements

Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership, as English learners constitute of the school's total student population. Approximately, thirty percent of the students at Prepa Tec - Los Angeles are English learners; parents/guardians of English learners comprise thirty percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.
3. Elections
4. Parents or guardians of English learners will have an opportunity to elect the parent members to serve on the ELAC or subcommittee
5. Each ELAC shall have the opportunity to elect at least one member to the Alta Public Schools English Learner Advisory Committee
6. At Alta Public Schools ELACs may use a system of proportional or regional representation
7. Training

Alta Public Schools and Prepa Tec - Los Angeles shall provide for all ELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities
2. Training planned in full consultation with ELAC members
3. Economic Impact Aid-Limited English Proficient and/or Alta Public Schools funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

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

Key Employee Positions and Qualifications

Prepa Tec - Los Angeles assumes it will employ a Head of School, Assistant Head of School, IB Coordinator, teachers, Special Education Director, Administrative Assistant, Attendance Clerk, Teacher Assistants, Yard personnel, Expanded Learning program staff and a Custodian. Alta Public Schools Central Office personnel will participate in the operation of Prepa Tec - Los Angeles. Some of these positions from APS Central Office include Chief Executive Officer, Sr Director of Human Resources, Director of Finance (outsourced to Charter Impact), Superintendent of Instruction and Director of Meal Program/SFA.

Job Descriptions and Qualifications for the APS Central Office

All Alta Public Schools directors serving Prepa Tec - Los Angeles shall exhibit the following leadership traits:

- Are accessible to all in the school community including teachers, staff, parents, and children
- Act with fairness, integrity, and respect for diversity
- Lead collaboratively at every level of the school
- Are knowledgeable of the educational and/or business practices that will fulfill our school's mission
- Utilize all available financial and human resources to maximize student performance

Chief Executive Officer (Central Office)

The primary objective of business management at Prepa Tec - Los Angeles is to utilize resources effectively by aligning all financial, funding, physical plant, and data collection practices with the educational improvement strategies of the school. S/he provides leadership by (1) advocating and supporting the philosophy, mission, and direction of the school in the school and greater community; (2) garnering support and commitment for the Prepa Tec - Los Angeles mission and vision and IB program from staff, students, parents, and the community; (3) implementing program initiatives through appropriate professional staff development; and (4) promoting a team environment by implementing a shared decision making process agreed upon by all stakeholders. The Chief Executive Officer is required to prioritize and fulfill the following job responsibilities:

I. Stakeholder Relations

General Relations

Ensures proactive clear communication with Superintendent of Instruction, Central Office staff, and Board, including:

- Updates to the Prepa Tec - Los Angeles community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or school values
- Board Relations
- Works with Superintendent of Instruction, Board and attends all Board meetings

- Provides the Board “The CEO’s Report,” a complete written status report to be presented at all regularly scheduled Board Meetings
- District and Community Relations
- Works with LAUSD to secure needed resources, such as Prop 39 facilities, Special Education services
- Networks with community funding resources
- Parent Relations
- Leads, and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Encourages and motivates parent participation to provide volunteer time
- Conducts surveys for parent feedback and publishes results in the school newsletter
- Staff Relations
- Maintains positive environment
- Acts as liaison/mediator between all members of the Prepa Tec - Los Angeles community
- Clarifies and resolves personnel issues

II. Supervision

The CEO oversees the Superintendent of Instruction and Senior Director of Human Resources. The Superintendent of Instruction oversees the Director of Expanded Learning, Director of Student Services and Instructions, the Head of School, the Head of School oversees the Office Manager and other administrative positions in the school site, such to ensure completion of all job responsibilities at school site. The CEO:

- Provides opportunities for personnel advancement
- Articulates an active supervision model which encourages high staff performance
- Oversees APS Central Office staffing responsibilities
- Creates and updates, with the Senior Director of HR, the Employee Handbook which includes personnel policies
- Ensures adequate staffing and training, including the SFA and EXL program
- School Supervision
- Ensures campus safety and orderliness
- Creates and implements school wide emergency plans
- Ensures compliance with school safety needs
- Ensures Staff Development is provided
- Determines and facilitates administration staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations
- Special Education Supervision
- Supports Superintendent of Instruction, which holds Head of School and Special Ed personnel accountable for how IEP goals and objectives are implemented and communicated to teachers, aides, and parents
- Parent Education
- Facilitates parent education and parent involvement in school culture
- Facilitates educational workshops based on need for parents and volunteers, School Committees and Parent Groups
- Attends meetings of parent groups and business committees

- Provides support and timely information to facilitate the achievement of committee goals
- III. Strategic Planning Oversight
- Conducts an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing long- and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's programs can be developed to realize the school's vision
- Communicates and collaborates with school community to meet planning needs
- IV. Review of Programs
- Provides support to Superintendent of Instruction in applying for WASC accreditation, federal or state grants
- Oversees school-wide Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

V. Business Management Responsibilities

Development

- Identifies grant sources and oversees execution process
- Implements school-wide fundraising opportunities
- Motivates school community to develop fundraising opportunities
- Networks and cultivates possible funding sources
- Maintains database of contributors and contacts, and performs follow up
- Seeks new sources of funding on an ongoing basis, and cultivates current sources
- Oversees State, County and District funding requests
- Integrates fundraising/development efforts into the long term goals of the school
- Finds resources within parent community to support development efforts
- Creates building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans
- Finance and Accounting
- Creates and manages budget with direction from Board, Budget and Executive Committees
- Creates detailed reports on school's financial status and submit at regularly scheduled Board Meetings
- Manages payroll and benefits
- Manages contracts
- Physical Plant
- Interfaces with building management
- Oversees maintenance and janitorial services
- Maintains code compliance
- Implements computer technology maintenance and support
- Manages purchasing and inventory
- Data Management
- Oversees maintenance of website and school network
- Oversees the acquisition and training of school Student Information System Prepa
- Oversees the gathering, analysis, interpretation and reporting of data

- Oversees records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Oversees attendance reporting process in order to maximize funding
- Overall Qualifications:
- Master's Degree in Education or equivalent or
- Demonstrated experience in the leadership and management
- At least 5 years' experience in the field of charter school education
- Demonstrated organizational development leadership
- Experience in school finance and nonprofit management
- Demonstrated expertise in partnership development and fundraising
- Knowledge of and experience in school governance
- Experience in and knowledge of IB education
- Demonstrated commitment to continuous improvement process and utilization of data in school improvement
- Background Clearance from FBI/DOJ
- TB Clearance

Superintendent of Instruction

The Superintendent of Instruction will be responsible for the achievement of the mission and vision of Prepa Tec - Los Angeles through successful implementation of the educational program. S/he provides leadership by (1) advocating and supporting the philosophy, mission within the Prepa Tec - Los Angeles staff, students, and families; (2) being committed to the implementation of the school's innovative programs including the IB program and a robust ELL, ELA and math programs; (3) providing support for program initiatives through appropriate professional staff development; (4) working effectively within a team environment; (5) demonstrating the use of appropriate communication tools and current technology; (6) promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation; (7) implementing a shared decision-making process agreed upon by all stakeholders; (8) demonstrating the ability to make informed and objective decisions; and (9) modeling life-long learning by engaging in continuing education.

The Superintendent of Instruction contributes to a culture of excelling by fulfilling the following responsibilities:

I. Instructional Leadership & Curriculum Development

- English Language Learner education, approach, and curriculum
- Special Education
- Curriculum development in conjunction with State standards
- Alternative assessment models, and Methods and Practices
- Guides teachers in individualizing the curriculum and/or creating units
- Classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum
- Continues to develop own expertise and knowledge of educational and administrative practices
- Staff Development
- Determines and facilitates instructional staff development needs and opportunities
- Determines and facilitates individual staff development

- Develops new teacher mentoring program
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations
- Behavior Support
- Supports teachers in student behavior management
- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed
- Parent Education
- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers
- II. Communication Responsibilities
- General Relations
- Ensures proactive clear communication with Chief Executive Officer, Directors, Staff, and Board
- Updates the Prepa - Tec Los Angeles community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or values of the school
- Board Relations
- Works with Chief Executive Officer, Board and attends Board meetings
- Provides the Board “The Superintendent’s Report,” a complete written status report to be presented at all regularly scheduled Board Meetings
- District and Community Relations
- Supports the Chief Executive Officer working with District to secure needed resources
- Supports the Chief Executive Officer working in networking with community funding resources
- Parent Relations
- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation to meet volunteer hour requirements
- Staff Relations
- Maintains positive environment
- Acts as liaison/mediator between all members of the Prepa Tec - Los Angeles community
- Clarifies and resolves personnel issues

III. Supervision

Staff Supervision

- The Superintendent of Instruction hires and oversees the instructional staff, educational consultants and yard positions to ensure completion of all job responsibilities
- Evaluates the Head of School and assist the Head of School in the evaluation of teachers and provides feedback
- Provides opportunities for Head of School and teacher leadership
- Articulates an active supervision model which encourages high staff performance and supports individual teaching styles

- Oversees instructional staffing responsibilities
- Assists in the creation and updates an Employee Handbook which includes personnel policies
- Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- Ensures adequate staffing and training for planned extended day program
- General school supervision
- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan
- Ensures compliance with school safety needs
- Special Education Supervision
- Meets regularly with on-site special education personnel
- Requests monthly report from special education personnel outlining the amount of time each has spent with special education students and parents as correlated with IEP mandates
- Holds special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents
- School Committees and Parent Groups
- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals
-
- IV. Strategic Planning Responsibilities
- Provides support for an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's instructional programs can be developed to realize the charter's vision
- Communicates and collaborates with school community to meet instructional planning needs
- V. Programs Review
- Applies and monitors IB Authorization
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years
- VI. Business Management Responsibilities
- Development
- Identifies grant sources and provides support for the execution process
- Provides support for school-wide fundraising opportunities
- Provides support in motivating school community to develop fundraising opportunities
- Provides support in networking possible funding sources
- Provides support in creating database of contributors and contacts
- Provides support in integrating fundraising/development efforts into the long term goals of the school
- Provides support in finding resources within parent community to support development efforts
- Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans
- Finance and Accounting
- Provides support in creating instructional budget with direction from Board, Chief Executive Officer, Budget and Executive Committees

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

Overall Qualifications:

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

Director of Expanded Learning (Central Office)

The Expanded Learning Program Director is responsible for implementing, managing and ensuring the successful compliance and execution of Expanded Learning and Homeless Foster Youth Programs for Prepa Tec - Los Angeles and Alta Public Schools (APS). The Program Director performs project management duties related to the execution of the After School Education and Safety grant (ASES), 21st Century Community Learning Center grant (21stCCLC), Expanded Learning Opportunities Program (ELO-P) funding and Homeless and Foster Youth programs.

The following duties are representative of performance expectations:

- Under the direction of the superintendent of APS, oversee the development and implementation of expanded learning programs and homeless foster youth program services at APS.
- Program design and development with a focus on positive youth development, academic enrichment, STEAM, arts and recreation programming in accordance with grant guidelines.
- Ensure programming at all APS sites meet required grant components daily and adheres to attendance guidelines outlined by grants.
- Consistent engagement and implementation of California Continuous Quality Improvement Process for Expanded Learning at all program sites.
- In collaboration with APS academic teams, instructional leadership, talent management and others, prepare comprehensive project plans to ensure the successful execution of expanded learning activities with a focus on IB day school alignment.
- Assess the professional needs of staff to support Youth Leader effectiveness and professional learning goals.

- Development of training and professional development plan for program staff.
- Establish strong processes and procedures to periodically evaluate expanded learning activities and homeless foster youth program services and make modifications as appropriate.
- Stay abreast of laws, regulations, statutes, policies, current research, and best practices related to categorical program compliance and education code.
- Perform program management duties related to school/community partnerships, including budgeting, purchasing, employee payroll approval, document management and reporting.
- Management of attendance and participation outcomes and consistent and effective development of attendance intervention strategies to ensure benchmark goals are met.
- Determine personnel, financial, and/or technical resources required to successfully meet grant benchmark requirements on schedule and within budget, ensuring program and grant objectives are fulfilled
- Prepare high quality presentations, materials, and project reports to a variety of internal and external stakeholders
- Take part in required state and local advisory meetings when required, and related activities with citywide partner organizations, CDE and LACOE.
- Perform other tasks, duties, or services consistent with this position as assigned
- Researches and identifies new government, corporate, foundation and private funding prospects;
- Maintains primary responsibility for grant schedules and tracking grants;
- Serves as a liaison to all funding agencies and organizations;
- Generates high-quality proposals, narratives, applications and supporting documents in response to solicitations consistent with all policies and procedures, and the requirements and guidelines of the funding agencies;
- Works with appropriate personnel to research, develop, write and submit letters of inquiry, concept papers and grant proposals;
- Coordinates and follows-up on the progress of submitted proposals

Minimum Qualifications Bachelor's degree in education, business administration, non-profit or project management or related field and/or equivalent work experience. Minimum of 5 years of experience with managing projects or initiatives in community-based youth-serving settings, especially those in partnership with local schools; experience leading multi-partner community-based planning and implementation projects essential.

Working knowledge of positive youth development, expanded learning, and continuous quality improvement exhibited in out-of-school-time (OST) programming and school / community partnerships:

- Ability to work independently and within a team environment, as needed.
- Ability to work some evenings and/or weekends may be required.
- Excellent written and verbal communication skills.
- Bilingual (English/Spanish) is a plus.
- Must have access to reliable transportation to arrive to work site at scheduled time consistently.
-
- If applicable, will be required to provide proof of current California driver's license, acceptable driving record, personal current liability auto insurance.
- Must be CPR/First Aid/Bloodborne certified prior to employment.

- Must pass a criminal background check (Live Scan fingerprinting) prior to beginning employment.
- Must present proof of negative tuberculosis skin test (Mantoux) prior to beginning employment.
- Completion of other mandatory training when assigned.

Director of Special Education (Central Office)

Working from the Central Office of Alta Public Schools, the Director of Special Education, who reports to the Superintendent of Instruction, will oversee all aspects of educational service delivery for students with special education needs. The Director will ensure that the school operates effectively and efficiently in compliance with all state and federal regulations. The Director must be knowledgeable of special education laws and regulations and effective instructional practices in special education. The Director must have supervisory experience, have demonstrated the ability to lead and manage a diverse team and be committed to the goals of the school.

The Director of Special Education will ensure that the Charter School is providing appropriate programs in the least restrictive environment for all students with special needs. The Director of Special Education will be responsible for leading and managing the pre-referral and IEP processes, maintaining student data, communicating with parents, locating and contracting with service providers, providing research-based educational programs and service that focus on student progress, and ensuring that the school operates in compliance with special education law and procedures at all times.

Essential duties and responsibilities:

- Develop procedures, forms, and templates for the provision of all special education services;
- Provide ongoing professional training and coaching to special education teachers and school administrators;
- Recruit and select special services providers for school psychology, speech and language therapy, and other services;
- Ensure that all charter schools operated by Alta Public Schools are in full compliance with federal and State special education laws;
- Ensure that student records and documentation for special education issues are accurate, timely, and meaningful.
- Direction and management of all special education programs and services to meet student needs
- Maintain resources and materials to support staff in the accomplishment of service delivery
- Assist Chief Executive Officer and Superintendent of Instruction in preparing/maintaining special education budget
- Conduct professional development, training, and meetings for school leaders and staff to keep school site knowledgeable regarding current trends in special education
- Ensure compliance of with District, Modified Consent Decree, IDEA, and ADA regulations
- Research current topics in special education and disseminate information
- Prepare school for DVR and/or school site visits
- Act as a liaison between Alta Public Schools and LAUSD for issues related to special education

- Attend meetings at the district and/or community-based organization to coordinate services as necessary
- Meet with parents to resolve any disputes
- Schedule/coordinate/attend all IEP meetings
- Monitor delivery of service/compliance using Welligent system Requires
- knowledge of:
 - Best/Current Practices in Special Education
 - Knowledge of formal/informal assessments
 - Federal, State, and District Special Education Laws and/or policies
 - Behavior/academic interventions
 - Experience supervising a diverse team
 - Excellent communication skills, both oral and written.
 - Customer focused approach.
 - Demonstrated ability to work well in a fast paced environment.
 - Technologically proficient (especially with MAC and Microsoft Office products).
 - Occasional travel.

Qualifications

- Bachelor of Arts in education and/or specific to Special Education
- Administration experience preferred
- Trained to administer Formal Assessments
- Four years' successful teaching or prior job-related experience with increasing levels of responsibilities in the school setting.
- Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults
- Demonstrated leadership capabilities
- Proven management and team building skills

Director of Student Services/Instruction (Central Office)

The goal of the Director of Instruction is to administer (plan, organize, coordinate and evaluate) the organization's curriculum and instruction program and the organization's staff development program so as to achieve the highest quality and efficiency consistent with the organization's resources and goals.

Qualifications:

- Proper certification as a Director of Instruction as required by state law.
- A minimum of three years of successful classroom teaching experience.
- Knowledge and experience in the development and evaluation of curriculum.
- Knowledge of school improvement strategies.
- Knowledge of and experience with the teaching and learning process.
- Knowledge of and experience in the development and maintenance of a positive school climate.
- Knowledge and experience in the supervision and evaluation of professional and non certified staff.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Responsibilities Summary:

- Planning, facilitating and monitoring the LEAs LCAP and the LCAP process
- Facilitating engagement activities
- Provide leadership and program guidance to sites and departments
- Collaborate to ensure alignment of the LCAP, SARC, LAUSD Oversight Visit Plans, Williams, FPM, and other Strategic Plans
- Provide professional development and technical support to the Head of School, Parent Coordinators/Community Liaisons/Expanded Learning, and Executive Team
- Before School & Intersession Programs academic programming observations and coaching.
- Oversight of Saturday Academic Intervention
- Regularly visit schools to observe and evaluate the programs in operation and assist Head of Schools and other administrators to serve most effectively
- Prepare programs, policies, and procedures that will enhance learning, improve effectiveness, and increase efficiency
- Prepare policies and procedures that will enhance learning and compliance
- Attend Cabinet meetings to analyze, develop, coordinate, and implement new state laws, Board Policies, and regulations
- Assist in planning safety of students and staff and cleanliness of the buildings
- Assist in identifying and implementing goals
- Provides onsite support and guidance
- Establish and maintain effective communication with the Head of School and Superintendent of Instruction
- Child Welfare and Attendance- Assist with wellness checks of students who fall under the chronic absenteeism definition, works with the attendance clerk and Head of School to support positive attendance
- Attends SSTs
- Attend Professional Development
- Establish partnerships with universities
- Perform other duties as assigned

Director of Operations (Central Office)

The Director of Operations provides strategic and operational leadership across the charter school network to ensure that schools run efficiently, comply with all regulations, and have the systems in place to support strong student outcomes. This role manages day-to-day operations, facilities, compliance, and key organizational initiatives while building a culture of excellence in support services.

Key Responsibilities

Organizational Operations & Compliance

- Oversee all non-instructional operations for the CMO, including facilities, transportation, food services, technology, and safety.
- Ensure organizational compliance with charter authorizer requirements, state and federal laws, and reporting deadlines.
- Develop and implement policies and procedures to standardize operations across all campuses.

- Financial & Resource Management
- Partner with the Chief Executive Officer on budget planning, monitoring, and resource allocation to maximize efficiency.
- Manage vendor contracts, procurement, and operational budgets.
- Ensure compliance with federal/state funding requirements (e.g., Title programs, special education funding).
- School Support & Leadership
- Supervise and support school-based operations managers to ensure consistent execution of organizational priorities.
- Serve as a liaison between school leaders and the central office for operational needs.
- Provide professional development and training for operations staff.
- Strategic Planning & Project Management
- Lead long-term operational planning, including facility acquisition, expansion, and capital projects.
- Support technology infrastructure, data systems, and tools to improve school operations.
- Oversee crisis management and safety plans across all campuses.

Qualifications

- Bachelor's degree required; Master's degree in Business, Public Administration, or Education strongly preferred.
- 7+ years of progressively responsible leadership experience in operations, ideally in education, nonprofits, or charter schools.
- Deep knowledge of compliance requirements for charter schools and state/federal education law.
- Strong financial acumen with experience in budget management.
- Proven ability to manage complex projects and lead cross-functional teams.
- Excellent communication, problem-solving, and organizational skills.
- Commitment to the mission of public charter schools and educational equity.

Core Competencies

- Strategic operational planning
- Team leadership and staff development
- Compliance and accountability systems
- Financial management and vendor relations
- Data-driven decision-making
- Adaptability in a fast-paced environment

Senior Director of Human Resources (Central Office)

Directly responsible for overall administration, coordination, and evaluation of the Human Resource function.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Annually review and make recommendations to Executive Management for improvement of the organization's policies, procedures, and practices on personnel matters
- Responsible for the organizations compliance with Federal and State legislation pertaining to all personnel matters
- Communicate changes in the organization's personnel policies and procedures and ensure proper compliance is followed
- Assist executive management in the annual review, preparation and administration of the organizations wage and salary program
- Coordinate terminations and transitions
- Consult with legal counsel as appropriate, and/or as directed by the CEO on personnel matters
- Work directly with department managers to assist them in carrying out their responsibilities on personnel matters
- Recommend, evaluate, and participate in Staff Development for the organization
- Develop and maintain a human resource system that meets the organizations personnel information needs
- Staff supervision
- Participate on special projects and additional responsibilities
- Maintain Alta Public Schools personnel files in compliance with applicable legal requirements
- Custodian of Records
- Keep employee records up-to-date by processing status changes in timely fashion
- Maintain listing of approved foundation positions along with assigned salary grade levels
- Process personnel action forms and assure proper approvals; disseminate approved forms
- Maintain budget spreadsheet that includes salaries; payroll
- Prepare paperwork required to place employee on payroll and establish personnel file
- Assist in hiring process by coordinating job postings, review resumes and perform reference checks
- Maintain Employee Handbook with updated resolutions and other pertinent information, as needed
- Coordinate and manage Health Benefits
- Provide training to office staff
- Coordinate and perform internal audits
- Manage leaves of absence

Other Functions:

Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit. Provides excellent customer service to parents and all persons at all times. Cordially communicates with students, teachers, parents, district employees, etc. for the purpose of resolving problems and following the processes and procedure.

Job Requirements - Minimum Qualifications

Skills, Knowledge and abilities are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the

functions of the job include: operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records.

Knowledge is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions.

Specific knowledge required to satisfactorily perform the functions of the job includes: business telephone etiquette; and concepts of grammar and punctuation.

Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment.

In working with others, problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited.

Specific abilities required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; working with detailed information/data and meeting deadlines and schedules; communicating with diverse groups of individuals; working with frequent interruptions; setting priorities and working under minimal supervision; maintaining confidentiality; and ability to read, write and communicate clearly in English.

Responsibilities include: working under limited supervision following standardized practices and/or methods. Utilization of some resources from other work units is often required to perform the job's functions.

Experience:

- 3 Years of job related experience

Education:

- Bachelor's Degree or equivalent Human Resource certification and 3 Years of experience.

MEAL PROGRAM DIRECTOR (Central Office)

The Food Service Director plans, delivers, assesses, and oversees ongoing improvement of food service operations. The Director is responsible for the preparation and serving of all meals. The Food Service Director manages the food service production and delivery system, including purchase and inventory of food and supplies. The Food Service Director will ensure conformance with food quality, nutrition, and productivity standards. The Food Service Director will train, manage and supervise food service staff, practice time management techniques, and ensure the highest possible consumer satisfaction.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Supervises food service operations including staffing, menu planning, purchasing, food production, record keeping
- Creates a System of Operations for every position/tasks
- Maintain the highest standards of cleanliness and safety in the kitchen.
- Serves as an active member of the management team & upholds board policies, implements administrative guidelines/procedures
- Advances the district's professional image, maintains open/effective communications and problem solving techniques to tactfully address and resolve questions/concerns
- Encourages innovation, analyzes data to improve school operations and serves as an information resource and helps develop and implement the APS' strategic plan
- Provides staff leadership, engenders staff enthusiasm and teamwork to promote a safe, efficient, and effective work/learning environment
- Approves the purchase of supplies and equipment and ensures that program resources are equitably apportioned
- Plans, procures, and manages supplemental service contracts related to assigned programs and manages cost control programs
- Prepares bid specifications, obtains price quotes and prepares comparative data (e.g., quality, warranties, discounts, delivery dates, etc.)
- Participates in food service staff selection and orientation processes, ensures the equitable distribution of workloads, arranges for substitutes during staff absences as needed and assists in the hiring, transfer, promotion, demotion, or dismissal of food service workers.
- Trains food service staff in procedures to effectively accomplish assigned duties, shares knowledge about new laws and advances in operational procedures/equipment technology
- Promotes professionalism, implements locally developed personnel appraisal standards
- Ensures that lunches meet USDA child nutrition guidelines
- Uses standardized recipes to maintain quality control and monitors production sheets/work progress
- Ensures compliance with district specifications and mandated regulations (e.g., hazard analysis of critical control points, portion size, sanitation procedures, etc.)
- Monitors temperature controls, addresses the needs of students with health conditions that necessitate dietary modifications
- Helps staff as needed to meet established schedules
- Oversees the cleaning/sanitization of equipment and the storage/disposal of leftover food
- Prepares/maintains accurate records and submits required paperwork in a timely manner
- Maintains the confidentiality of privileged information
- Reports suspected child abuse and/or neglect to civil authorities as required by law
- Maintains a professional appearance, wears work attire appropriate for the position
- Reports discipline problems, vandalism, graffiti, equipment malfunctions, and other concerns
- Monitors safety concerns, works with stakeholders to manage or eliminate risk factors

- Supervises the collection, verification, and data entry/recording of program information as directed

Education:

- MPH, RD Required

Experience:

- At least 5 years of experience working in a school or commercial kitchen
- At least 5 years of supervisory experience
- Must have the training, experience and ability to direct the total food service operation
- Must have knowledge of large quantity meal preparation, menu planning and completing state, federal and local reports
- Must have purchasing, strong human relations, communication and business management skills
- Must meet any additional qualifications set by the school district.
- Licenses and Other Requirements:
- Valid California driver's license
- ServSafe Manager Certification or obtain within 30 days of hire
- Fingerprint/criminal justice background clearance
- Bilingual English/Spanish, preferred

Head of School

The Head of School will be responsible for the achievement of the mission and vision of Prepa Tec - Los Angeles Middle School through successful implementation of the educational program and excellent operations management.

The Head of School will have knowledge of:

Curriculum Development

- English Language Learner education, approach, and curriculum
- Special Education
- Curriculum development in conjunction with Common Core State Standards
- Alternative assessment models, and

Methods and Practices

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

Staff Development

- Determines and facilitates instructional staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops new teacher mentoring program
- Develops and maintains a professional resource library

- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

Behavior Support

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

Parent Education

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

Communication Responsibilities

General Relations

- Ensures proactive clear communication with Superintendent of Instruction, Staff, and Central Office
- Updates the school community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or values of the school
- Board Relations
- Works with Superintendent of Instruction and attends Board meetings
- Provides the Board “The Head of School’s Report,” a complete written status report to be presented at all regularly scheduled Board Meetings

District and Community Relations

- Supports the Superintendent of Instruction working with District to answer inquiries and securing needed resources
- Supports the Superintendent of Instruction working in networking with community funding resources

Parent Relations

- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation to meet volunteer hour commitments, which encourages team building

Staff Relations

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

Staff Supervision

- The Head of School oversees the instructional staff, educational consultants and yard positions to ensure completion of all job responsibilities
- Directly observes and evaluates teachers and provides feedback
- Provides opportunities for teacher leadership and grade level committees
- Articulates an active supervision model which encourages high staff performance and supports individual teaching styles

- Oversees instructional staffing responsibilities
- Monitors that all teachers are properly credentialed
- Assists in the creation and updates an Employee Handbook which includes personnel policies
- Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- Ensures adequate staffing and training for planned extended day program

School Supervision

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

Special Education Supervision

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

School Committees and Parent Groups

- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals

Strategic Planning Responsibilities

- Provides support for an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's instructional programs can be developed to realize the charter's vision
- Communicates and collaborates with school community to meet instructional planning needs
- Program Quality Review
- Monitors the IB program implementation and quality review and works on WASC Accreditation process
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

Business Management Responsibilities

Development

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

- Provides support in creating instructional budget with direction from Board, Superintendent of Instruction, Budget and Executive Committees
- Manages instructional contracts, such as with independent contractors that provide reading intervention
- Physical Plant
- Provides support and interfaces with building management
- Provides support in maintaining code compliance
- Provides support in implementing computer technology maintenance and support
- Provides support in purchasing and inventory
- Data Management
- Provides support in maintenance of website and school network
- Provides support in the acquisition and training of school Student Information System
- Provides support in the gathering, analysis, interpretation and reporting of data
- Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Provides support in attendance reporting process in order to maximize funding
- Provides leadership by:
- Advocating and supporting the philosophy, mission within the Prepa Tec - Los Angeles staff, students, and families
- Being committed to the implementation of the school's innovative programs including the IB program and a robust ELL, ELA and math programs
- Providing support for program initiatives through appropriate professional staff development
- Working effectively within a team environment
- Demonstrating the use of appropriate communication tools and current technology
- Promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation
- Implementing a shared decision making process agreed upon by all stakeholders
- Demonstrating the ability to make informed and objective decisions
- Modeling life-long learning by engaging in continuing education

Overall Qualifications:

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

Assistant Head of School

The Middle School Assistant Head of School works collaboratively with the Head of School to provide leadership and direction for the entire middle school. This role is vital in ensuring a positive and productive learning environment for students, fostering professional development for staff, and upholding the school's mission. She/He contributes to the development of a healthy school community and culture of International

Mindedness including student life and community relations, in accordance with Alta standards. Works closely with all levels within school and central office. Works with children, parents/guardians, staff, teachers and outside consultants/vendors.

RESPONSIBILITIES:

Provide leadership in developing a strong International Baccalaureate culture, including:

- Overseeing school norms and rituals such as Town Halls; developing student mediation and conflict resolution programs; and assisting Head of School with setting, implementing and enforcing policies related to student discipline.
- Oversee activities related to student life, including coordinating athletics and extracurricular activities; overseeing school and student-sponsored events such as dances and fundraisers;
- Managing school relationships with outside entities providing student before and after-school activities; assisting Head of School with setting, implementing and enforcing Alta policies related to student participation in athletics and extracurricular activities.
- Support educators and other staff to ensure administration of academic programs is professional and in compliance with any applicable regulations, including: support office staff and teachers on delivery of report cards.
- Serve as liaison between school and family in matters related to enrollment and attendance, including: working with families in cases of excessive tardiness and absences; supporting Head of School with student recruiting activities; and advising students and families about placement.
- Help Head of School represent the school site in building an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; and developing positive relationships with sponsoring district and neighborhood schools.
- Assist in managing selected academic programs as assigned. May coordinate or manage site-specific activities of site or Central Office staff.
- Assist in managing daily operations, facilities, safety, and administrative processes as assigned.
- May supervise other school site staff, such as campus supervisors and aides.
- Lead projects as discussed with the Head of School, including long-term strategic planning, process improvement, and cycle of inquiry-driven instructional improvements, operational improvement, charter renewal, or any other projects required at the school site.
- Work in collaboration with the Head of School and Central Office to achieve site and organizational goals.
- Demonstrate knowledge of, and support, Alta Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Performs other related duties as required and assigned.

Qualifications:

- California Administrative Services Credential
- Master's Degree from an accredited college or university
- Successful teaching and administrative experience at 6-8 level
- Expertise in 6-8 school education

Desires Qualifications:

- Bilingual/Spanish desirable specific to site and organization-wide needs

- Experience in working with students of diverse ethnic, linguistic, cultural and social backgrounds

TEACHER

Teachers will be responsible for high quality instruction as well as achievement of Prepa Tec - Los Angeles's educational goals and objectives.

Teachers will:

- Support the development and incorporation of the International Baccalaureate Middle Years Program
- Prepare and implements lesson plans that lead to student understanding of the school curriculum content
- Assess student progress and maintaining accurate records
- Utilize assessment data to improve student achievement and individualize instruction
- Identify students academically at-risk and initiate an intervention program with the Head of School to ensure that students succeed
- Maintain regular, punctual attendance
- Teachers provide leadership by:
 - Demonstrating a commitment to the school vision and mission, and its programs including the IB MYP and the robust ELL, ELA and math programs
 - Communicates effectively with other staff members, students, and parents
 - Participating on at least one committee or council
 - Participating and/or leading parent meetings and academic events
 - Attending conferences and staff development related to program improvement

Qualifications:

Prepa Tec - Los Angeles teachers at all levels must strive to meet equity and quality standards under the Every Student Succeeds Act ("ESSA"). Accordingly, a teacher must have:

- A bachelor's degree
- A California multiple subject credential or an University Intern Permit (for no more than three years while actively working toward completion of their state credential)
- CLAD or BCLAD certificates
- Demonstrated subject competency through appropriate examination or coursework
- A background clearance from FBI/DOJ
- Background in teaching in urban or similar communities
- TB Clearance
- A commitment to teacher development in the IB Diploma Program

IB Coordinator

Primary responsibilities include:

- Ensure that all requirements of the IB concerning the implementation of the programs are understood and adhered to by the HOS and coordinators
- Provide ongoing guidance, coaching and feedback to the HOS and IB program coordinators
- Make recommendations to coordinators for professional development activities and programs supporting IB
- Monitor and evaluate IB instructional programs and implementation
- Guide and support schools in the process of program evaluation and the self-study process
- Make decisions based on evaluation reports and other data points and conduct service gap analysis
- Make recommendations to the budget regarding IB
- Assist HOS and coordinators to prepare and submit any documentation required for authorization and evaluation
- Respond to requests for information (i.e., surveys) from the IBO
- Serve as a liaison between the school leaders and the IBO
- Provide outreach opportunities to Alta Public Schools employees with the wider IB communities
- As necessary provide students, parents, and the public at large with written and personally conveyed information about the IB programs (information nights, website, written communication, assemblies)
- Assist the Superintendent of Instruction, Head of School and others as needed in meetings where stakeholders have questions about the implementation of the IB programs
- Provide Superintendent with insight regarding performances of the HOS and coordinators for evaluative purposes

School Psychologist

The School Psychologist is directly responsible for the psychological assessment of academic, social, emotional, and behavioral domains utilizing problem-solving and standardized evaluations. The School Psychologist monitors the completion of case study evaluations and participates in Individual Education Plan (IEP) conferences and problem-solving meetings designing systems, programs and services that maximize students' social, emotional, and educational success. In collaboration with staff, families, students, and communities the school psychologist promotes effective educational environments.

Essential Job Functions:

- Conduct psychological assessments and interpret results for students and participate in IEP conferences, team meetings, and problem-solving meetings.
- Provide individual, group, and family therapy per IEP requirements.
- Monitor completion of case study evaluations and participate in IEP conferences and problem solving meetings.
- Lead crisis intervention efforts and provide insight into the development of functional assessments and behavior intervention plans.

- Integrate psychological services into the classroom environment as appropriate.
- Provide assistance to staff in the design and implementation of appropriate interventions and accommodations for students.
- Evaluate and/or translate research into practice and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.
- Contribute to program development that furthers the integration of social, coping, and problem solving in the classroom.
- Provide support services to parents/guardians as needed.
- Coordinate and/or collaborate with a range of individuals/agencies to promote and provide comprehensive services to students and families.
- Provide and/or assist in professional development for staff, parents, and/or community.
- Provides Sped content meetings with parents
- Participate in professional growth activities on a yearly basis including recertification for CPI, workshops, in-services, professional reading materials, and/or other available offerings.
- Proficiently use technology to communicate, compile reports, and collect data.
- Participate in building or program activities and meetings as appropriate.
- Other duties as assigned

Qualifications:

- Knowledge of methods of assessment; systematic processes to collect data, translate assessment results into empirically based decisions about service delivery and evaluate outcomes of services.
- Knowledge of learning processes, appropriate instructional interventions to meet students' needs, and the ability to implement and assess their effectiveness.
- Knowledge of behavioral mental health, collaborative and/or consultation models and methods and their application.
- Able to work independently at a high level of professionalism
- Have experience in crisis prevention and intervention
- Bilingual – Spanish: fluency in both written and oral language highly desired

Required:

- Current California Credential Required: Pupil Services: School Psychology
- MA/MS degree in Educational Psychology or related field.
- Passing results for CBEST/CSET/EL authorization
- Copies of all transcripts BA and beyond from an accredited university (upon hire, original transcripts are required)
- Three (3) Letters of Recommendation from educators (within 2 years of application date), at least one letter from an administrator or supervisor.
- Resume - Letter of Interest/Introduction

Special Education Resource Specialist

The Resource Specialist provides an environment that promotes a welcoming, warm and fun learning atmosphere to promote and help develop positive change in students academic and social development.

Essential Duties and Responsibilities:

- Develops educational plans (IEPs) for the purpose of meeting the individual needs of exceptional students
- Evaluates students for the purpose of identifying student needs
- Coordinates services to students for the purpose of ensuring efficient instructions and an effective cohesive program
- Teaches/instructs students for the purpose of ensuring successful progress towards student's goals and objectives
- Consults/collaborates with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process
- Schedules services for students for the purpose of providing efficient and effective services for students
- Knowledge and skill to provide instruction in all content areas
- A variety of appropriate assessment tools to identify students with special needs
- How to implement an integrated instructional program
- How to write effective, meaningful student goals and objectives
- Appropriate options of delivery methods and services
- Appropriate modifications and/or accommodations and interventions of classroom curriculum
- Due process rights and procedures
- knowledge of Special Education laws, compliance requirements, and program design

Ability to:

- Coordinate service with the regular education teacher and work with core curriculum
- Administer a variety of assessments
- Plan for effective, meaningful integration of student instruction
- Implement curriculum that addresses student goals and objectives
- Deliver methods and services to match specific student needs
- Work with regular teachers in a team effort to plan curriculum and student support
- Develop and implement modifications and intervention strategies
- Document necessary federal and state due process rights and procedures
- Work with staff using effective communication techniques

Skills to:

- Interpret and evaluate assessment results
- Coordinate curricular areas to help establish an integrated program for each student
- Conduct ongoing evaluation of student goals and objectives
- Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery as needed
- Work on a daily basis with teachers to develop and maintain teaming/communication
- Support classroom modifications and intervention strategies
- Translate all necessary documentation in an understandable format on Special Education forms and files

Qualifications:

- Bachelor's Degree from an accredited college or university Required; Master's Preferred
- CA Special Education Teaching Mild/Moderate Credential required
- NCLB Highly Qualified
- Minimum 3-5 years working with urban students as a full time teacher preferred

Desired Qualifications:

- Bilingual/Spanish desirable specific to site and organization-wide needs.
- Experience in working with students of diverse ethnic, linguistic, cultural and social backgrounds.

Administrative Assistant

The Administrative Assistant provides assistance to the Prepa Tec - Los Angeles Head of School with all administrative functions and provides direction to administrative staff.

The Administrative Assistant will:

- Prioritize, coordinate, and monitor the work of administrative staff
- Perform clerical procedures in a school office to ensure timely preparation and submission of reports, records, studies, letters and other materials
- Perform clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment
- Develop school communications in English and Spanish, write letters and reports
- Prepare and/or maintains a variety of records and reports requested by the Head of School and Superintendent of Instruction
- Prepare financial reports for use by the Head of School, Superintendent of Instruction and CEO
- Prepare assessment data for Head of School and teachers utilizing state and local testing data
- Communicate effectively and tactfully in both oral and written forms
- Maintain and operate a variety of office equipment such as calculator, copy machine, and computer with speed and accuracy
- Overall Qualifications:
 - A minimum of an AA degree or 48 college units in Business Administration or a related field
 - A minimum of 2 years' experience in a similar position
 - Background Clearance from FBI/DOJ
 - Possession of a valid First Aid Certificate
 - Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
 - Experience and proficiency in:
 - Letter and report writing
 - Accurate mathematical calculations
 - Computer software programs and related word processing
 - Record keeping, reference, and data collection systems

Parent Coordinator

The Parent Coordinator works under the supervision of the Head of School. The Parent Coordinator will engage with and involve parents in the school community by working with the Head of School, school staff, school leadership team, community groups and parent advisory councils.

This position focuses on creating a welcoming environment for parents. The Parent Coordinator will identify parent and related school/community issues and work with the Head of School to see they are addressed in a timely manner.

Duties and Responsibilities

Increases parent involvement in the school by working closely with all school, parent and community organizations, such as:

- Serves as facilitator for parent and school community concerns and issues including, for example, school policies.
- Maintains an organized shared calendar; Ensures all events for the school are entered in the Calendar of events.
- Conducts outreach to engage parents in their children's education and health issues.
- Convenes regular parent meetings and events around topics of key concerns to parents.
- Attends parent meetings along with the Head of School, where appropriate.
- Serves as a school liaison to other Alta Public Schools parent support staff.
- Maintains ongoing contact with community organizations that are involved with providing services to the school's educational and health programs.
- Maintain documentation and report on progress related to community and student outreach activities
- Assist with organizing back-to-school and other events to increase parental and community involvement and create a welcoming school environment to parents.
- Leads parent involvement in school-wide fundraising activities from start to finish.
- Assist Head of School by sending both English and Spanish written communication to parents and community.
- Ensures that all communication goes out to staff, parents and community in a timely manner.
- Provides assistance to other operational and educational staff as needed, such as assisting the student dismissal activities, front office, calls etc..
- Performs other duties as assigned.

Minimum Selection Criteria

A Bachelor's degree from an accredited college and two years of experience in community work in an area related to the duties described above; or an Associate's degree or its educational equivalent and three years of experience in community work in an area related to the duties described above is preferred OR a high school diploma with some college credits and five years of experience in community work in an area related to the duties described above.

The following qualifications are also preferred for the position:

Familiarity with Huntington Park and surrounding communities; Experience with convening workshops; Spanish bilingual; Excellent communication, organizational, interpersonal and problem-solving skills; Conflict resolution and mediation skills; Experience working with families and parents in education and/or community issues; and, Proficiency with Microsoft Office applications.

Position will require flexibility with respect to work hours in order to meet the needs of parents, including early mornings, evenings and weekends. The position may also require occasional assignment to different work sites such as during summer months. May require traveling for conferences in/out of state.

Custodian, Kitchen and Yard Staff

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

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

PART 6: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall 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 school site 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 school site 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 school site. 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 school sites 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 school site 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.

In supporting our mission and our commitment to serving all students, admissions and outreach have been designed to attract a diverse student population representing our community. Our promotional efforts to our community lead with our Lead Rigor Family Learn (LRFL) values. Those that believe in these values will be instantly attracted to our school and the work that we deliver daily.

Prepa Tec - Los Angeles will use a variety of free and volunteer strategies to communicate with local and hard-to-reach families, organizations, and community leaders to reach the racial and ethnic balance reflective of the LAUSD. We will use:

Traditional Media - Printed collateral, such as fliers and mailers, will be produced in English and Spanish, given the demographics in the surrounding community, outlining our mission and vision for the school and the community providing invitations to monthly community meetings. Numerous locations in the Prepa Tec-Los Angeles target community have been identified including several key locations to contact, often in person, hard-to-reach members of the community.

Distributing flyers and or speaking to parents in and around neighborhood schools will be done through the permission of school administrators. Volunteers will meet with all target area businesses, churches and private

schools to gain permission to pass out flyers at a time that is convenient to them and that is free from interruption of any school activities.

Electronic Media - Our strategy will be to deliver informational advertising through Google Ads, Facebook and Instagram to geographic locations daily and focus on seekers of schools of choice that may have Special Education, English Learner, or other special needs students.

Earned Media - APS produced a media packet to distribute to local media outlets to receive free earned media placements as public or community relations. The team will send quarterly news releases or as Prepa Tec-Los Angeles creates newsworthy stories. Alta Public Schools will continue to pitch and promote our stories to newspapers and local TV outlets. Progress reports and invitations to community meetings and events are in place and will follow-up with calls to ensure attendance. All press releases will be translated into Spanish, or other languages, if required or appropriate. The following publications will be included:

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

While we believe these periodicals will reach our target communities, it is generally known by public relations and marketing professionals that Latinos, our largest ethnic group, do not primarily consume their news through the print media. Therefore, we will continue to work diligently to receive coverage in local Spanish-language television, which includes: KMEX TV 34- Univision and KVEA TV 52- Telemundo. At the same time, we will also work to receive coverage in all local general market TV media outlets, including and not limited to public broadcast and other ethnic stations.

Community Meetings – Prepa Tec-Los Angeles will hold community meetings open to the general public, to inform and equip families to make decisions about enrolling their children in Prepa Tec-Los Angeles. At each meeting, Prepa Tec-Los Angeles representatives will collect interested family information including name, address, telephone number and email address for future communications about student matriculation and other activities. Meetings will be ongoing and will be held monthly until the date of our lottery.

The CEO, Superintendent of Instruction, Head of School and recruitment team will conduct ongoing meetings. At every meeting, Spanish-speaking representatives of Prepa Tec-Los Angeles will be present to assist non-English speaking parents of prospective students. The meetings will be held at locations Prepa Tec-Los Angeles has chosen and are popular venues widely frequented by families of all backgrounds, which include the South Gate and Huntington Park Libraries and the South Gate and Huntington Park Recreation Centers. Church community rooms will also be utilized as meeting centers.

Individual/Family Meetings – Prepa Tec-Los Angeles recognizes that personal one-on-one contact with families is the best way to reach potential students. Prepa Tec-Los Angeles representatives will create opportunities for meetings with prospective students and their families at their home or at the home of our representatives, always with Spanish translations. Individual meetings will be ongoing.

Racial & Ethnic Balance Reflective of the District

Dictated by the tenets of the International Baccalaureate program and a culture of inclusiveness, Prepa Tec-Los Angeles will extend its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of the district, a 70:30 or 60:40 ratio, or similar of the community in which it is located.

Recognizing that our surrounding neighborhood does not fully reflect the diversity of the LAUSD community, we are committed to expanding our outreach efforts to ensure a more representative student population. Our goal is to actively engage families from diverse ethnic and racial backgrounds both within our target community and beyond, including South Los Angeles.

To achieve this, we will utilize a range of outreach strategies, such as distributing multilingual flyers, hosting informational presentations, leveraging word-of-mouth networks with current parents, and partnering with local ethnic media outlets. These include the *Los Angeles Sentinel*, *Press-Telegram* Spanish editions, and Spanish-language platforms such as La Opinión (www.laopinion.com).

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 inquires 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.)

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

Admission Requirements

Prepa Tec - Los Angeles is a school of choice. When enrolling, an electronic application provided through our website is required from all students. Students may apply for admission, electronically or at our Prepa Tec - Los Angeles main office, at any time during the year. However, if at the end of the open enrollment period the school has more admission applications than seats available, the school will hold a public random drawing. If applications were received before or after the Open Enrollment period, an admissions application will be held until the Open Enrollment and will be included in the random public drawing. If applicants were chosen or not, they will be notified, in person or by mail, of their position as an enrollment winner or as a wait-list number.

Prepa Tec - Los Angeles will have open enrollment January to March each year. The Alta Public Schools Board of Directors has the discretion to set admission application deadlines for each enrollment period on an annual basis based on population trends analysis or other factors that may provide the optimal period to begin or end the open enrollment periods.

Student Recruitment

Prepa Tec - Los Angeles will actively recruit a diverse student population, including low achieving and low-income, Special Education, homeless, foster youth, and racially diverse students from the District and surrounding areas and will abide by all state and federal laws regarding admissions.

Upon such time that the new enrollment dates are created by the Board or not, our Outreach Plan tactics described on Element 7 will be utilized and implemented to outreach to hard-to-reach, underserved populations, and to make sure parents and community are aware of such changes. In addition, after the school has commenced operations we will utilize the existing parent database to communicate directly with parents to inform them of the new application dates by mail or by e-mail.

Application Process

The application process is as follows:

- Completion of a Student Interest Form, electronic or hard copy
- Completion of a Student Enrollment Form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

Interest Forms will be accepted all year long, electronically or hard copy, for enrollment in the following school year. Upon receipt of Interest Form, which is used as the Lottery Form. Each Lottery Form will be numbered and stamped with the date and time. Typically, the school will hold its open enrollment during the period January and March or the subsequent school year. For the Prepa Tec - Los Angeles the dates for open enrollment and random public drawing are as follows:

- Open Enrollment: January 1 - March 31 or last Friday in March
- Lottery Date/Time: March 31 or last Friday of March

Lottery Preferences and Procedures

Following the open enrollment period each year, applications will be counted to determine whether the school has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine enrollment, with the exception of existing students who are guaranteed enrollment in the following school year.

If there are more applications than there is capacity, a random public drawing will be held using impartial witnesses, such as local elected officials or members of the business community. The date of the lottery will be announced in the public venues listed in the Community Outreach Plan, with at least one month for applicants to

apply before the date of the lottery. Before the day of the lottery, families will be notified by mail or by email of the date and rules of the public lottery.

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

1. At the end of Open Enrollment, all Interest Forms will be counted by the Office Manager and Head of School to determine if there are sufficient applications to fill vacant seats. If the Head of School and Office Manager discover that there are more applications than there are seats, it will be determined that a public random lottery will be held.
2. After the determination to hold a public random lottery, it will be held on March 31st or the last Friday in March

Communication to interested parties

1. A notice will be sent by mail, phone or email by our Head of School to all interested parents or interested observers and will be announced on the school website and weekly newsletter.
2. The Head of School and Office Manager will send a letter to all applicants no later than seven days before the lottery date. The letter will state the date, time and location of the public random lottery, as well as other arrangements made by the school such as childcare or parking, and contact information. All public random lotteries will take place in the school grounds of the school requiring the lottery.
3. On the day of the lottery, in public view, all in-district preference applicants present will be called and will receive two lottery tickets; out-of-district applicants will be given one lottery ticket. After parents are notified by mail of lottery date 7 days before the event by Prepa Tec - Los Angeles, and after parents have confirmed their attendance, applications not having representation, by parents or otherwise, on the day of the lottery will be given lottery tickets by the Office Manager for the drawing. Parents confirming that they will be at the lottery and who have notified Prepa Tec - Los Angeles that they will not be in attendance will be given a lottery ticket the day of the event. All tickets will be duplicate tickets. One copy will be given to the applicant and the original will be placed in a blank envelope with the grade level and class written on them. All lottery tickets will have a number, the students' name and the class seat being raffled.

Fair Execution of Lottery

1. As the raffle begins, all the tickets will be taken out of their envelopes and placed in a bowl or tumbler by the Head of School or Clerk. An invited objective judge (may be a representative of the School District or public office) will then agitate the tumbler or bowl to secure a random outcome and will draw a ticket per seat being raffled. The ticket number and the name will be read aloud and in public.
2. A clerk designated by the Head of School will verify that each name and number drawn matches those on the duplicate card. The clerk will record the names of all lottery winners and deliver an Enrollment Packet for Prepa Tec – Los Angeles to each winner on the same day.
3. The designated impartial clerk (a non-parent), appointed by the Head of School, shall verify that the grade level, name, and application number of each entry correspond with the official entry.

The clerk shall compile a complete and accurate record of the lottery results, which shall be formally presented to the Board of Directors and entered into the official minutes of the Board.

Waiting List

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

Preference

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

- (1) pupils who reside within the boundaries of the LAUSD, and
- (2) pupils currently attending Alta Public Schools due to their familiarity with the IB program

Timeline to Secure Enrollment

After the public lottery, the parent or guardian of each student selected will receive an enrollment packet from the clerk. The parent or guardian must return the completed packet to the school within five (5) business days to confirm enrollment.

If the school does not receive the completed packet within this time, a follow-up letter will be sent to the parent or guardian to confirm whether the student still intends to enroll. The letter will allow an additional five (5) business days to respond.

To secure the seat, the parent or guardian must come to the school in person with the student and submit the completed enrollment paperwork. If the parent or guardian is not interested in enrolling, they may notify the school in person or by mail.

If no response is received by the deadline, or if the parent or guardian declines, the student's seat will be released and offered to the next applicant on the waiting list.

Waiting List

All students not admitted due to capacity will be placed on a waiting list. As seats become available, students will be offered admission in the order in which their names were drawn for each grade level. Families will be notified by telephone and by mail when a seat becomes available. The notification letter will specify a deadline of ten (10) working days for the family to accept the offer either by submitting a completed enrollment application, responding in writing by mail, or confirming in person. If a family does not respond within the ten-day deadline, the offer will be forfeited, and the next student on the waiting list will be contacted and offered enrollment under the same process.

Lottery Documentation

Documentation of each lottery shall be included in the school's official lottery file and signed by the CEO. Copies of all notification letters sent to parents, including acceptance or denial letters, shall be retained in the same file.

Lottery Policies

All lottery policies shall be reviewed annually by the Operations team or as otherwise required, subject to the approval of the District. The school shall notify the District of any revisions within forty-five (45) days following Board approval, prior to the enrollment period in which the revised policies are to be implemented.

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

Annual Audit Procedures

Prepa Tec - Los Angeles will be an independent, directly funded charter school operating as authorized by the Los Angeles Unified School District. Each year, the Alta Public Schools Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. An accountant or accounting firm certified by the State of California with knowledge of school budget and accounting procedures will conduct the independent audit. This audit will be conducted according to generally accepted accounting practices (GAAP) and the Charter School K-12 Audit Guide regulations to verify the accuracy of the schools financial statements, attendance, and enrollment accounting principles and review the schools internal controls. On a daily basis, a system of internal controls will be instituted and maintained

B. Staff Accountability

The Chief Executive Officer is responsible for:

- Contracting with the Board and accountant or firm to conduct the required annual financial audit
- Working with the auditor to complete the audit
- Ensuring that the auditor will complete and submit the final audit report to the required deadlines by the statutory deadline

C. Selection of Independent Auditor

An audit committee of the APS Board will select an independent, external auditor through a request for scope of work or proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

D. Preparing for the Audit

The designated fiscal officer will be the CEO, assisted by the School's Director of Finance. The Treasurer of Alta Public Schools Board of Directors will participate in the audit process along with the CEO.

To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars.

The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor.

Accordingly, the independent auditor and or the District will be presented with the following systems and procedures to conduct the required audit:

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

E. Process for Addressing Exceptions or Deficiencies

Audit exceptions and deficiencies will be resolved in conference with the independent auditor prior to the completion of the final report and to the satisfaction of the District and SBE/California Department of Education. Prepa Tec - Los Angeles will utilize attendance accounting procedures that will satisfy requirements for LACOE and LAUSD.

To address audit findings, Prepa Tec - Los Angeles will undertake three steps to address audit findings or exceptions:

1. Auditor and CEO will re-inspect by revisiting background information, which inspectors will use to gage the finding's context and to identify possible strengths and weaknesses;

2. The auditors will observe and examine the actual process, internal assessment or external tests, that may have caused the deficiency and discuss with staff or students and parents; and
3. Auditors will create a formal report that provides feedback to the CEO and school leadership, the APS Board, LAUSD, the State Board of Education and California Department of Education that outlines the strengths and weaknesses and any improvement recommendations.
4. Prepa Tec - Los Angeles agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. Prepa Tec - Los Angeles will provide interim financial data required by the District to fulfill its obligation to the county and state.

F. Submitting the Audit

The APS Director of Finance or designee will submit the final audit report to the California Department of Education, and to LAUSD by December 15 following each school year.

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:

1. Was the misconduct caused by, or directly and substantially related to the student's disability?
2. 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 Instruction 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.

School Climate and Student Discipline System

All students at Prepa Tec - Los Angeles are expected to behave appropriately and to learn and follow all guidelines and school policies. Positive Behavior Intervention and Support, known as PBIS, has been implemented. Corrective feedback and positive response strategies are used for students who are exhibiting inappropriate or disruptive behaviors.

Schoolwide Positive Behavior Support and Intervention

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

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

Guiding Principles

- Respect: Treat others the way I want to be treated; respect laws, rules, and school authority; treat people fairly and respect their rights; respect public and private property.

- Responsibility: take responsibility from my actions; choose how I respond to others; return what I borrow.
- Appreciation of Differences: look to the good in others; respect each person's right to be different; see cultural diversity as an opportunity for learning
- Honesty: be honest with yourself and others; act with integrity; avoid spreading rumors or gossip
- Safety: engage in safe activities; keep body and mind healthy; choose only those things that are really good for me
- Life-Long Learning: come to school prepared to learn; give me best in everything I do; be open and alert to solutions
- When students model the guiding principles, they will treat others with respect; find peaceful solutions; listen to each other; are drug free; keep school clean; have healthy friendships; produce their own work; maintain honesty and integrity; show empathy and compassion; defend others rights; appreciate differences; respect the property of others; engage in safe activities, and do not tolerate bad activities.

To create a culture of discipline students are expected to:

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

Parent/Caregiver Responsibilities

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

- Learn the rules for your child's school and make sure you and your child understand them
- Involve your child in the establishment of the rules in the home
- Participate in the child's education, help with homework, speak to their teachers, attend school functions
- Use a positive approach when disciplining your children; say more "do this" than "don't do that; set limits
- Help your child develop a network of trusted adults to provide additional support when needed

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

Outlined and comprised in the Prepa Tec - Los Angeles's Progressive Discipline Plan sheets, that include District's policy(ies)/School Climate Bill of Rights and all applicable law, which will be utilized in the classroom, stipulates behaviors that will not be allowed at school. Also outlined are the possible consequences of engaging in such behaviors. Each teacher will have the Discipline Behavior Sheets in which teachers will record each disciplinary incident. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the Consequences. All intervention reports and citations will be kept on file in the classroom before behavior escalates to a behavior, such as Possession of a Weapon, that will require Suspension or Expulsion.

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

Prepa Tec - Los Angeles staff will review and revise the comprehensive set of student discipline policies through the work of the Executive Committee that will include interested parents, students, and staff and is in accordance with California Education Code Section 48900.

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

- Warning
- Loss of Privileges
- Notices to parents by phone or letter
- Referral to the Head of School, Assistant Head of School, and/or Superintendent of Instruction
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

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

Alternatives to Suspension and Expulsion

Suspension and Expulsion matters will be immediately dealt with first utilizing alternatives to Suspension and Expulsion, including but not limited to:

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

A student will not be suspended or expelled for truancy or tardiness. Prepa Tec - Los Angeles shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Grounds for Suspension and Expulsion

Scope of School's Disciplinary Jurisdiction

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

“A pupil shall not be suspended from school or recommended for expulsion, unless the Superintendent of Instruction or the Superintendent of Instruction of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to” Education Code Sections 48900 et seq. A Prepa Tec – Los Angeles student shall be recommended for suspension or expulsion for any of the following reasons:

Must Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion.	Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Principal Discretion.	May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.
-----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------

<p>Act must be committed at school or school activity.^{[[1]]} 1. Firearm</p> <p>a. Possessing firearm when a Prepa Tec - Los Angeles employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</p> <p>b. Selling or otherwise furnishing a firearm.</p> <p>c. Brandishing a knife at another person.</p> <p>d. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.</p> <p>e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>f. Possession of an explosive with the power of an M-80 or greater.</p>	<p>Act must be committed at school or school activity.^{[[1]]} EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <p>1. Causing serious physical injury to another person, except in self- defense. EC Section 48915 (a)(1).</p> <p>2. Possession of any knife, explosive with less power than an M-80, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(1)(B).</p> <p>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. EC Section 48915 (a)(1)(D).</p> <p>5. Assault or battery, or threat of, on a school employee.</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <p>a. Caused, attempted to cause, or threatened to cause physical injury†</p> <p>b. Willfully used force or violence upon the person of another, except in self-defense</p> <p>c. Possessed dangerous objects</p> <p>d. Possessed drugs or alcohol (policy determines which offense)</p> <p>e. Sold look alike substance^{[[1]]} representing drugs or alcohol^{[[SEP]]}</p> <p>f. Caused damage to property‡</p> <p>g. Committed theft</p> <p>h. Possessed or used tobacco^{[[1]]} (policy determines which^{[[SEP]]} offense)^{[[SEP]]}</p> <p>i. Committed^{[[1]]} obscenity/ profanity/vulgarity^{[[SEP]]}</p> <p>j. Possessed or sold drug^{[[1]]} paraphernalia^{[[SEP]]}</p> <p>k. Received stolen property</p> <p>l. Possessed imitation firearm</p> <p>m. Committed sexual harassment</p> <p>n. Harassed, threatened or^{[[1]]} intimidated a student witness^{[[SEP]]}</p> <p>o. Sold prescription drug Soma</p> <p>p. Committed hazing</p>

<p>Must Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion.</p>	<p>Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Principal Discretion.</p>	<p>May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.</p>
	<p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not ^{[[1]]}_{SEP}feasible or have repeatedly failed ^{[[1]]}_{SEP}to bring about proper conduct. 2. Due to the nature of the act, the ^{[[1]]}_{SEP}presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. 	<ol style="list-style-type: none"> r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. s. Participating in the act of hate Violence and Terroristic Threats <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not ^{[[1]]}_{SEP}feasible or have repeatedly failed ^{[[1]]}_{SEP}to bring about proper conduct. 2. Due to the nature of the act, the ^{[[1]]}_{SEP}presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. <p>† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p>

Suspension and Expulsion Policy

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

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

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

Prepa Tec - Los Angeles Head of School shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the Policy and Administrative Procedures are available on request at Prepa Tec - Los Angeles' main office and on the school's website.

Suspension

Authority to Suspend

The Superintendent of Instruction, Head of School and Assistant Head of School have the authority as certificated administrators to suspend students.

Notice of Potential Disciplinary Action

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

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

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

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

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

Suspension Appeal Process

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

Prepa Tec - Los Angeles's Superintendent of Instruction will gather information from school Administration, student, parent or guardian to determine whether or not the suspension followed all applicable procedures. The Superintendent of Instruction will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. Based on the information submitted or requested, Prepa Tec - Los Angeles Middle School's Superintendent of Instruction may make one of the following decisions regarding the suspension.

1. Uphold the suspension
2. Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Prepa Tec - Los Angeles' Superintendent of Instruction will mail a copy of the decision to the student and/or parent or guardian within five days of issuing the decision. A copy of the decision is also mailed or delivered to the school Superintendent of Instruction.

Length of Suspension

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

Pursuant to E.C. Section 48903, the number of days for which a student in general education, including any student being served under Section 504, may be suspended from school shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes. In such cases, the suspension may be extended by up to 10 additional days, not to exceed a total of 30 school days in any academic year. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension.

The maximum number of days in a school year a student who receives special education services can be suspended shall not exceed 10, unless a court order stipulates otherwise.

Student Access to Education during Suspension

All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

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

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

Suspension Time Limits/Recommendation for Placement/Expulsion

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

Procedures for Suspension Pending the Outcome of an Expulsion Process

Upon a recommendation of Placement/Expulsion by the Superintendent of Instruction or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent of Instruction or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to

the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expulsion

Authority to Expel

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

Notice of Potential Disciplinary Action

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

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

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

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

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses. The Charter School will have a translator available for language support. In addition, any evidence used in the hearing will be translated in the language the parents request in order to provide reasonable accommodations and language support.

Record of Hearing

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

Presentation of Evidence

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

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

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

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

Expulsion Procedures

Written Notice to Expel

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

- Notice of the specific offense committed by the students
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student

- seeks to enroll of the student's status with Prepa Tec - Los Angeles
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures, which include Rights to Expulsion Appeal

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

- a) The student's name
- b) The specific expellable offense committed by the student

Expulsion Appeal Process

After the Superintendent of Instruction has sent the written notice to the parent/guardian of a student expulsion, a request for appeal must be sent by mail or hand delivered to the Prepa Tec - Los Angeles' Superintendent of Instruction within five (5) working days. The student will be considered expelled until an appeal hearing is convened. The appeal itself will occur within ten (10) working days after the written notice to appeal has been received by the Superintendent of Instruction, and must be attended by parent(s) / guardian(s). The hearing will be held by a fair and impartial panel of uninterested representatives appointed by Alta Public Schools Board and the panel's decision will be final.

Disciplinary Records

The School shall maintain the confidentiality of pupil records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to Prepa Tec - Los Angeles' Superintendent of Instruction, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses

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

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

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

1. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
2. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
3. The Administrative Panel conducting expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
4. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel conducting the hearing from removing a support person whom the Administrative Panel Chair finds is disrupting the hearing. The Administrative Panel Chair may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
5. If one or both of the support persons is also a witness, Prepa Tec - Los Angeles must present evidence that the witness' presence is both desired by the witness and will be helpful to Prepa Tec - Los Angeles. 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.
6. 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. The professional development room and the library will be used as the hearing room on the school campus.
7. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
8. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary 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.

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

The Head of School of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office. Students will take all tests missed upon their return to school.

School personnel may remove a student to an appropriate Interim Alternative Educational Setting (IAES), for not more than 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 carries or possesses a weapon, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or inflicts serious bodily injury upon another person while at school, on school premises, or at a school function. In such instances, the IAES will be determined by the student's IEP team.

If school personnel recommend a change in placement (e.g., suspension, IAES or expulsion) that would exceed 10 school days, an IEP team meeting is to be held as soon as possible, but no later than within 10 school days, to determine whether the behavior that gave rise to the violation of the school code was a manifestation of the student's disability. If the IEP team determines that the behavior was not a manifestation of the student's disability, the school may discipline the student in the same manner in which it would discipline students without disabilities. If the discipline involves a change of placement, the new placement will be determined by the IEP team.

If the IEP team determines that the behavior was a manifestation of the student's disability or the expulsion case is heard and not recommended for expulsion, the student will be returned to the placement prior to the disciplinary action unless the District and parents agree to a change in placement, or the District has removed the student to an Interim Alternative Educational Setting due to behavior involving a weapon, illegal drugs or infliction of serious bodily injury. If the behavior does not involve a weapon, illegal drugs or infliction of serious bodily injury, the District may request a hearing if it believes that maintaining the current placement is substantially likely to result in injury to the student or others. In making a determination in such a hearing, a hearing officer may order a change in placement to an appropriate IAES for not more than 45 school days.

Expelled Transfer Student Admission

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

The Superintendent of Instruction shall make a recommendation to the Board following an investigation as to the student's progress in his/her Rehabilitation Plan and causes for expulsion. The pupil's readmission is also

contingent upon the School's capacity at the time the student seeks admission. The parent, the student and the school will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student's success at Prepa Tec - Los Angeles.

Readmissions Due Process

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

- A. Notice of the previous specific offense committed by the student
- B. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Prepa Tec - Los Angeles. Findings by the Board on the Superintendent of Instruction's investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
- C. Alternative area schools
- D. New admissions eligibility date

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEM

“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.

A. Certificated Staff Members

Alta Public Schools’ management and the Board of Directors have approved that Certificated staff will join CalSTRS in addition to a voluntary 403(b) Retirement Savings Plan.

The Charter School acknowledges that it must continue participation in CalSTRS for the duration of the School’s existence under the same CDS code.

B. Classified Staff Members

Alta Public Schools’ management and the Board of Directors have approved that Certificated staff will join CalPERS in addition to a voluntary 403(b) Retirement Savings Plan.

The Charter School acknowledges that it must continue participation in CalPERS for the duration of the School’s existence under the same CDS code.

C. Other Staff Members

All staff at Alta Public Schools belong to either the Certificated or Classified job category.

D. CalSTRS and CalPERS Reporting

If participation continues for either said retirement plans, reporting will be completed per the instruction and format provided by the Los Angeles County Office of Education (LACOE).

Participating employees will contribute the mandated amount through payroll deduction, and Prepa Tec - LA will contribute the mandated employer contribution. Employees will accumulate service credit years in the same manner as all other members of STRS or PERS.

The Human Resources Department is responsible for arranging and administering retirement coverage. Required payroll deductions and related data shall be submitted to the Los Angeles County Office of Education (LACOE) in compliance with Education Code Section 47611.3. The Alta Public Schools Board of Directors may evaluate and adopt alternative public or private retirement plans and coordinate such participation with existing programs as appropriate.

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.

As a public charter school of choice, Prepa Tec - Los Angeles will clearly communicate to all prospective and current families that attendance at our school is voluntary. By utilizing application and enrollment materials, PTLA will inform Parents that they have the right to choose other public-school options in the area.

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

Xavier Reyes, Chief Executive Officer
Prepa Tec - Los Angeles
8001 Santa Fe Ave
Huntington Park Ca, 90255

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

Xavier Reyes, Chief Executive Officer
Prepa Tec - Los Angeles
8001 Santa Fe Ave
Huntington Park Ca, 90255

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
4. 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.

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).)