LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 02/11/2025
(BR: 192-24/25)
TERM: 2025-2030

DISCOVERY CHARTER PREPARATORY #2

CHARTER RENEWAL PETITION
Submitted November 14, 2024
to Los Angeles Unified School District

Request for Five-Year Renewal Term
July 1, 2025 – June 30, 2030

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Assurances, Affirmations, and Declarations

Discovery Charter Preparatory #2 (also referred to herein as "DCP2" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1: The Educational Program

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

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

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

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

<u>Academic Calendar and Schedules</u>
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.

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

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

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

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard Engish 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

The name and title of the contact person for the Charter School is:	Dr. Karen Smith, Principal
The contact address for the Charter School is:	13570 Eldridge Avenue, Sylmar, CA 91342
The contact phone number for the Charter School is:	(818) 897-1187
The current address of the Charter School is:	13570 Eldridge Avenue, Sylmar, CA 91342
This location is in the LAUSD Board District:	Board District 6
This location is in the LAUSD Region:	North
The grade configuration of the Charter School is:	9-12
The number of students in the first year	220
The grade level(s) of the students in the first year will be:	9-12
The Charter School's scheduled first day of instruction in 2025-26:	August 11, 2025
The total enrollment capacity will be:	350
The type of instructional calendar will be:	Traditional
The regular bell schedule (e.g., daily hours) for the Charter School will be:	8:30-3:34 M-Th 8:30-2:17 F
The term of this Charter for Middle and High Performing schools:	July 1, 2025-June 30, 2030
If approved, the term of this Charter for Low performing schools:	N/A

Community Need for Charter School

Discovery Charter Preparatory #2 was founded in 2002 as a quality public school alternative to the traditionally large high schools in the San Fernando Valley. At the time, LAUSD's focus on reconfiguring schools to be small learning communities on a single campus created stiff competition for enrollment, particularly in Pacoima. The Pacoima community faced unique socio-economic and safety concerns including a growing number of gangs in the 91331 zip code. Students faced tremendous barriers to their safety and well-being both inside traditional schools and generally in the community. Taken together, students had become somewhat apathetic to education, as their daily concern was to survive. Discovery Charter Preparatory #2 was designed to be a small, nurturing, and safe educational environment for any student who wished to attend.

Student Group Multi-Year Enrollment Summary 2017-2024							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Hispanic	97%	96.6%	97.2%	97%	93.5%	97.9%	96.7%
English Learners (EL)	16.5%	12.3%	6.9%	7.3%	8%	6.3%	8.6%
Students with Disabilities (SwD)	12.6%	8.4%	10.5%	15.9%	12.6%	9.9%	16.2%
Socioeconomically Disadvantaged	84.3%	80.8%	84.3%	73.7%	71.9%	60.2%	56.7%

Source: California Department of Education DataQuest: "Enrollment Multi-Year Summary by Ethnicity", "Enrollment by Subgroup" reports 2017 through 2024, and "Enrollment by English Language Acquisition Status reports 2017 through 2024.

Over the years, the DCP2 student population has remained almost exclusively Hispanic, with Spanish as the primary language spoken in the home. Most of the students have been redesignated as English Proficient, either prior to arriving at DCP2 or while enrolled. While important, the reclassification status prior to high school should be interpreted as multilingual learners having demonstrated only basic skills in English. When the demands of secondary instruction are considered, we see the majority of these students still requiring a considerable amount of language support to complete academic tasks in English. They still require intensive support and focused instruction to further develop high school-level academic language skills.

Examination of CALPADS enrollment data over the charter term appears to show a declining rate of socioeconomically disadvantaged students at DCP2. However, this decline correlates to the onset of the COVID 19 pandemic and the change in the method for gathering information on socioeconomic status. With the introduction of California's Universal Free Meals after the pandemic, families have had little incentive to submit this information through the Federal Free and Reduced Price Meal applications. The apparently declining rates of socioeconomically disadvantaged students at DCP2 reflects the new challenge of information-collection and not a sudden change in circumstances for

the school's families. This leads to inaccurate reflection of DCP2 demographics, as well as a reduction in LCFF funding.

The school's small design and nurturing environment has made it an attractive choice for families of students with disabilities. In 2023-24, the percentage of Students with Disabilities increased from 9.9% to 16.2%.

Charter Renewal Criteria and Eligibility

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607.2(b)

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 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.

The three performance categories are as follows:

· High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).

· Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term — Education Code Section 47607.2(a).

· Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the "Dashboard") and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. DCP2 is pleased to have been deemed a middle-performing school by the CDE and is thus eligible for a five-year renewal term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low,

and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

· Suspension Rate: kindergarten through grade twelve

· English Learner Progress: grades one through twelve

· Graduation Rate: high school only

· College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)

· Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Again, DCP2 fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District 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").

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data 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).

DCP2's focuses on student achievement and preparing students for college, and career readiness executes multiple methods of measuring academic growth and college preparedness over time. With each release of achievement data, DCP2 reviews and analyzes the data for intentional next steps in gaining better outcomes by adjusting professional development, better aligning curriculum to the state standards, and offering additional support for students, parents, and staff.

School Climate & Culture

As discussed previously, since opening, DCP2's focus has been on creating a safe, supportive learning environment for every student. Post-pandemic, the dedication to achieving that goal was expanded to include reconnecting at-risk students to education and building relationships that focused on their success. This involved implementing robust counseling programs, community engagement initiatives, and strong partnerships with local organizations to address not just educational needs but also social and emotional barriers.

An oft cited reason families give for their decision to enroll at DCP2 is the importance of knowing students are safe during the instructional day. Families who tour the site prior to enrollment inquire about fights and culture/climate. We explain to families that DCP2 was intentionally designed to be small so that every adult knows every student. This close, familial environment contributes to an overall sense of safety and belonging for the students. Because everybody knows everybody, the school does not face the typical challenges of larger schools, and fights at DCP2 are extremely rare. At DCP2, we proudly share our suspension rate data and how we go about developing relationships with each student to ensure these external concerns do not seep into our culture and disrupt our focus.

To reduce gang identity and gang-related bullying, DCP2 enforces a strict school uniform/dress code. Upon enrollment, uniform shirts are provided for all new students and additional shirts are available for a fee. When a student is out of dress code, parents are notified and asked to bring the correct clothing. If the dress code violation is repeated, parents will be asked to come for a parent meeting with the Principal or the Dean of Student Culture. This has helped keep students more focused on their learning and less worried about inadvertent gang signaling. This seemingly simple measure, along with a focus on restorative practices and strong relationships with caring adults, has reduced student fights to only one per year, and reduced suspensions to 0.5% in 2023-24.

Multi-Year Suspension Rate Summary							
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1.9%	4.8%	9.5%	N/A	N/A	3.1%	0.5%	Pending

Source: California Department of Education, DataQuest "Multi-Year Suspension Rate Summary Report" Retrieved August 2024.

The drop in suspensions to 3.1% in 2022 and further to 0.5% in 2023 shows a remarkable recovery and improvement in student behavior and school culture. The DCP2 board adopted the Positive Behavior Intervention and Support ("PBIS") Plan along with a disciplinary framework centered on restorative practices. In addition, a variety of community partnerships were established to foster a positive school culture:

- Kaiser Permanente: Presents assemblies about positive relationships, peer pressure, bullying and other teen issues. They also offer substance abuse and

mental health counseling, and physicals for sports. Students are notified of these additional services through the school assemblies. Parents are notified of these services through an informational flyer upon enrollment, and student being referred to Multi-Tiered System of Supports ("MTSS") will also be referred to these services.

- Phoenix House: Provides counseling and substance abuse for teens who are referred from the Charter School for vaping or other emotional issues.
- Tarzana Treatment Center: Provides counseling in the Palmdale/Lancaster area for substance abuse for teens who are referred by their families. Tarzana works directly with families upon recommendation of the Charter School.
- Luminarias: Provides counseling for families as well as students. The school counselor refers students and families to this program. Sessions happen on campus, and off campus, if needed.
- Pueblo Y Salud: Provides youth leadership and advocacy training in the classrooms or in schoolwide assemblies. They also support with student council and leadership-building.

Going forward, Discovery Charter Preparatory School will focus on:

- **Strengthening Counseling Services:** Continuing to expand and enhance counseling services to support students' mental health and well-being.
- **Conflict Resolution Programs:** Implementing and promoting conflict resolution programs to equip students with the skills to manage disputes constructively.
- **Community Engagement:** Increasing community involvement and support to create a more inclusive and supportive school environment.
- **Ongoing Professional Development:** Providing ongoing training for staff to effectively support students and manage behavior proactively.

These efforts aim to sustain and further improve the positive trend in suspension rates, ensuring a safe and supportive learning environment for all students.

Chronic Absenteeism

The Chronic Absenteeism Indicator represents the percentage of students who were absent for 10% or more of the instructional days they were enrolled to attend.

Chronic Absenteeism						
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
17.6%	14.8%		17.6%	49.8%	41.4%	33.2%

Source: California Department of Education DataQuest, Chronic Absenteeism Rate, Disaggregated by Academic Year, Retrieved August 2024

DCP2 had challenges with chronic absenteeism even prior to the pandemic. One pattern is that parents need to work early, and students are on their own to get to school. Some students who drive to school are either taking advantage of the freedom or are choosing to work instead of coming to school. A lingering effect of the pandemic has been students aging out of parental authority, so as a result, the Charter School is the primary source for supporting students to persist to graduation.

The decline in chronic absenteeism in 2022-23 suggests that our concerted efforts to improve student engagement and support are beginning to have a positive effect. These efforts include:

- Daily Attendance & Parent Contact: Period attendance and full day attendance are actively tracked. When a student is absent from a class, the Office Clerk initiates contact with the parent to notify the family of the absence.
- Monthly Attendance Monitoring: Monthly reports are run by the Office Manager to coordinate a meeting with the family regarding the concern about attendance. Based on predetermined thresholds for absences, the Principal and Dean of School Culture meet relevant staff and families to determine the level of intervention (e.g., Tier I, II or III).
- Attendance Tier II: Personalized attendance plans and home visits
- Attendance Tier III: Personalized counseling sessions to address individual student needs, challenges, and barriers to attendance
- Implementing group counseling to address common challenges, such as anxiety, stress, and academic pressures, which fostered a sense of community and belonging
- Improving communication with families regarding attendance concerns and progress, which resulted in stronger family partnerships and more inclusive, two-way family engagement

- Connecting families to resources such as mental health services, tutoring programs, and housing assistance to address external barriers to attendance

We have also implemented rewards and recognition of students for improved attendance through the Charter School's incentive program (PBIS Rewards), which fostered a positive school culture around being present

DCP2 regularly analyzes attendance data and counseling outcomes to assess the effectiveness of these interventions, and adjusts strategies as needed.

Academic Outcomes

Discovery Charter Preparatory #2 California School Dashboard ("Dashboard") State and Local Indicators (2023)
The following chart reflects the Charter School's 2023 Dashboard performance indicators as compared to Los Angeles Unified School District's and the State's.

	DCP2	LAUSD	California
Suspension Rate	Blue	Blue	Orange
English Learner Progress	No Color*	Orange	Yellow
Graduation Rate	Yellow	Orange	Orange
College/Career	Low	Medium	Medium
English Language Arts	Orange	Orange	Orange
Mathematics	Orange	Yellow	Orange

* The CDE has set a threshold of 30 students to receive a performance level color on the Dashboard. The enrollment of ELs for 2023 at DCP2 was below that threshold.

The following chart reflects the Charter School's 2023 Dashboard Local Indicators as compared to Los Angeles Unified School District's.

	DCP2	LAUSD
Basics: Teachers, Instructional Materials, Facilities	"Standard Met"	"Standard Met"
Implementation of Academic Standards	"Standard Met"	"Standard Met"

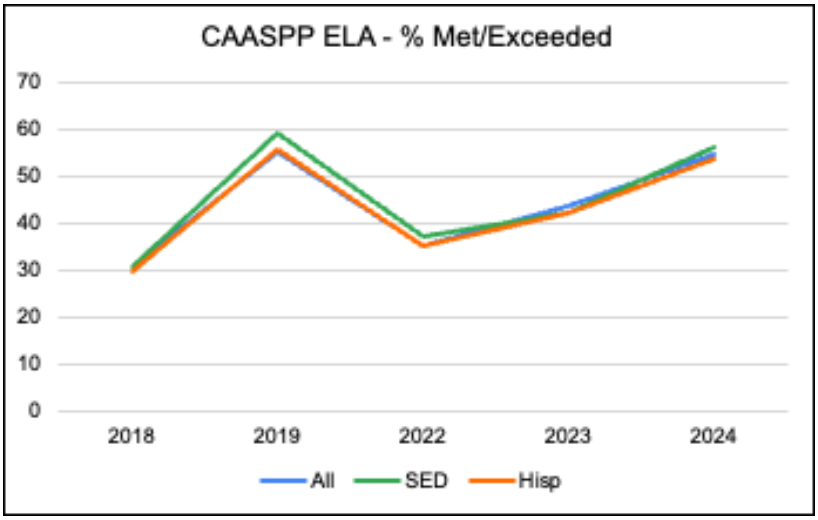
Parent and Family Engagement	“Standard Met”	“Standard Met”
Local Climate Survey	“Standard Met”	“Standard Met”
Access to a Broad Course of Study	“Standard Met”	“Standard Met”

State Testing

High schools in California only administer standardized tests in grade 11. The resulting CA Dashboard academic indicators are then a reflection of an extremely small cohort of students at DCP2 in a single year. The eleventh grade cohort size has ranged from 39 to 69 students over the charter term, with the 2024 cohort at 47 students. Small cohort sizes lead to volatility in the Dashboard.

Beginning in 2024, DCP2 is administering local assessments (state verified data source) three times per year to monitor the academic trajectory of students at all grade levels. The Charter School has focused on decreasing chronic absenteeism and reducing student anxiety towards assessments to ensure that participation rates for local assessments meet the 95% threshold and that there is sufficient data for determining effective interventions and programmatic adjustments.

CAASPP English Language Arts Results



Smarter Balanced Assessment Consortium (SBAC) English/Language Arts

Group	ELA % Met/Exceeded				
	2018	2019	2022	2023	2024
ALL	30.51	55.32	34.85	43.59	54.55

SWD	*	*	8.33	*	*
EL	*	*	*	*	*
SED	30.61	58.97	37.21	42.11	56
Hisp	29.83	55.55	34.85	42.11	53.66

Source: California Department of Education, *California Assessment of Student Performance and Progress*- English/ Language Arts 2018 to 2024, (Retrieved August 2024). (Updated November 2024)
*Suppressed due to <11 students

ELA Distance from Standard on CA School Dashboard					
	2018	2019	2022	2023	2024
DCP2	-51.8	-10.3	-41.2	-39.6	+12

Source: California Department of Education, California School Dashboard. "*English/Language Arts Indicator*" 2018 through 2024 (Retrieved Dec 2024)

At the start of the current charter term in July 2017, DCP2's ELA Smarter Balanced scores decreased by 8% in the meets/exceeds standards levels based on the schoolwide performance which corresponded to a "red" (-51.8 DFS) ELA Indicator. Additionally, this decline of 18 points DFS led to the identification of the Charter School for the federal assistance status of "CSI".

The Charter School was eligible to receive federal funding to address the root causes of the unsatisfactory performance. While these funds were used across the Charter School, the specific shifts needed to positively impact student performance included:

(1) Focus on written communication including exposure to writing in response to CCSS-based prompts, providing multiple opportunities to practice writing using rubrics and providing feedback for improvement

(2) Increasing student familiarity with informational texts including comparing multiple sources and research

(3) Focus on improving reading comprehension for students with a wide range of Lexile levels while still providing grade-level content

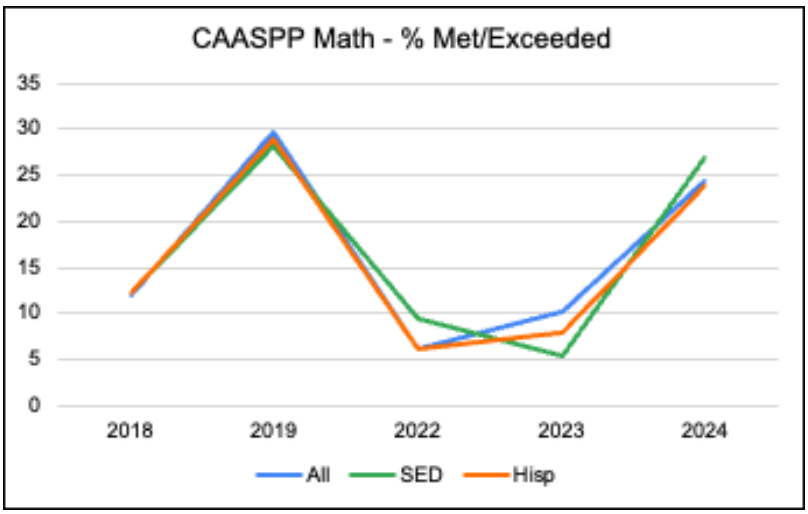
As this was a time of tremendous change in technology expectations in schools with the move to online Smarter Balanced Assessment Consortium, we also recognized the imperative of providing students with more opportunity to use technology and apply their skills under conditions similar to that of mandated state assessments. DCP2 embarked on a 1:1 Chromebook initiative for grade 11 students.

In 2019, DCP2 was making strong improvements in English Language Arts outcomes. This progress was then greatly impacted by the pandemic, with scores dropping to 41.2 points below standard by 2022. The Charter School has piloted a variety of programs and supports to reverse this trend, including:

- Enhanced tutoring services
- Increased support through SAVVAS and Edgenuity
- Interim testing
- More consistent use of Star Renaissance local assessments to inform targeted interventions and differentiated instruction

As a result of these practices, student outcomes have been steadily improving since 2022, as evidenced in the tables above.

CAASPP Math Results



Smarter Balanced Assessment Consortium (SBAC) Mathematics

Group	Math % Met/Exceeded				
	2018	**2019**	**2022**	**2023**	**2024**
ALL	11.86	29.79	6.07	10.25	24.45
SWD	*	*	0	*	*
EL	*	*	*	*	*
SED	12.24	28.2	9.31	5.26	26.92
Hisp	12.28	28.89	6.07	7.89	23.81

Source: California Department of Education, *California Assessment of Student Performance and Progress*- Mathematics 2018 to 2024, (Retrieved August 2024). (Updated November 2024)
*Suppressed due to <11 students

Math Distance from Standard on CA School Dashboard					
	2018	2019	2022	2023	2024
DCP2	-128	-83.9	-145	-122.5	-55.1

Source: California Department of Education, California School Dashboard. "*Mathematics Indicator*" 2018 through 2024 (Retrieved Dec 2024)

At the start of the current charter term in July 2017, DCP2's Math Smarter Balanced scores maintained only 11.86% in the meets/exceeds standards levels based on the schoolwide performance which corresponded to a "red" (-128 DFS) Math Indicator. Additionally, this low performance led to the identification of the Charter School for the federal assistance status of "CSI".

As with ELA, the Charter School was eligible to receive federal funding to address the root causes of the unsatisfactory performance in math. While these funds were used across the Charter School, the specific shifts needed to positively impact student performance in math included:

1) A greater focus on mathematical concepts and procedures and reteaching mathematical rules and ideas

2) A renewed emphasis on mathematical problem-solving and data analysis

In 2019, DCP2 was making strong improvements in Math outcomes. This progress was greatly impacted by the pandemic, with scores dropping significantly by 2022. This prompted DCP2 to strengthen its approach for the 2022-23 school year. Efforts included:

- Department meetings to review strong and weak standards
- Selecting target standards for classroom focus
- Collaborating on interdepartmental lessons

During the fall of 2022, teachers developed targeted plans based on Star Renaissance test scores. Also in the 2022-23 school year, the Math Department collaborated with Dr. Ivan Cheng, a professor of education at California State University, Northridge. Dr. Cheng provided support in developing engaging lessons, analyzing assessment data, and reflecting on effective teaching practices through observations and coaching.

Teachers implemented a variety of math activities created by Dr. Cheng, including handouts and Desmos activities. Following his guidance, they integrated Illustrative Mathematics into their curriculum. Anecdotal feedback from teachers suggested that student comprehension improved for specific lessons utilizing these materials. This student-centered approach encourages deeper mathematical thinking and reasoning.

In the 2023-24 school year, CAASPP test results increased from 10.25% of students meeting or exceeding standard to 25%. The 11th-grade teacher utilized FIAB as a unit test and provided students with opportunities to take the CAASPP practice test, helping them become familiar with the types of questions they would encounter. Additionally, teachers participated in workshops and conferences to explore new pedagogical approaches for teaching math.

Furthermore, an analysis of STAR Math test results indicated significant improvement across all grade levels. Particularly, the test results for 11th graders showed a significant increase, with the percentage of students reaching "On Watch and Above" rising from 52% in 2022-23 to 71% in 2024-25. This progress can be attributed to the collective efforts of math teachers to close learning gaps by reteaching foundational concepts such as number sense and key mathematical principles, while also encouraging students to develop critical thinking skills and adopt a growth mindset to persist in their mathematical endeavors.

College and Career

College and Career Indicator							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
DCP2	33.3%	44.3%	*	*	*	26.6%	29.5%
State	42.2%	44.1%	*	*	*	43.9%	45.3%

Source: CA School Dashboard
*Not Reported

DCP2 is actively seeking ways to improve opportunities and outcomes for students in preparation for college and career. Naviance, a college and career exploration platform, will be implemented in every Advisory class so that students will be able to explore postsecondary options such as college, a variety of trades and careers, and military opportunities. They will have access to college planning and career assessment tools.

DCP2 leadership attended a CTE pathway conference in Santa Barbara to gather insights on establishing successful pathways in collaboration with Los Angeles Mission College. DCP2 is now offering CTE Pathways in Police Academy Prep and Cybersecurity.

Additionally, students have the option to participate in dual and concurrent enrollment at LA Mission College to earn college credits for free while still in high school. This initiative is aligned with ensuring all students meet high school graduation requirements, which

include A-G completion, and complete at least one semester of dual enrollment with passing grades and/or passing the AP Spanish Language class with a "3" or above to obtain a seal of biliteracy. Through these efforts, DCP2 aims to equip every student with the necessary tools and opportunities for success after high school.

Graduation Rates

Student Group Multi-Year Graduation Rates 2017-2024							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Hispanic	87.2%	93.2%	90.9%	86.4%	80.6%	82.3%	90.7%
English Learners (EL)	73.3%	84.6%	*	*	*	*	*
Students with Disabilities (SwD)	*	*	*	*	*	90.9%	*
Socioeconomically Disadvantaged	87.5%	93.4	90.7%	85.5%	83.8%	81.1%	88.9%
All	87.5%	93.4%	91.1%	86.8%	82.1%	81.3%	90.9%

Source: California Department of Education DataQuest: 4-year Adjusted Cohort Graduation Rate
*data suppressed due to <11 students

To improve the graduation rates for all students, DCP2 has prioritized diligent support for students who are not on track to graduate, offering credit recovery opportunities in a supportive environment, as well as allowing students to add additional classes to their schedules.

For students needing credit recovery, the Charter School utilizes Edgenuity, a standards-based program offering opportunities to regain credits and graduate on time. Additionally, the partnership with Assurance Learning Academy provides further support through summer, winter and spring break intersessions, allowing students to complete credits via an online platform, addressing barriers such as transportation or out-of-town obligations. During the summer, students are able to take up to 15 credits and during the winter or spring breaks, students can take up to 5 credits.

As a result of these efforts, 9 out of the 11 off-track 2024 seniors successfully regained their academic standing and graduated on June 9, 2024.

Post-Secondary Outcomes

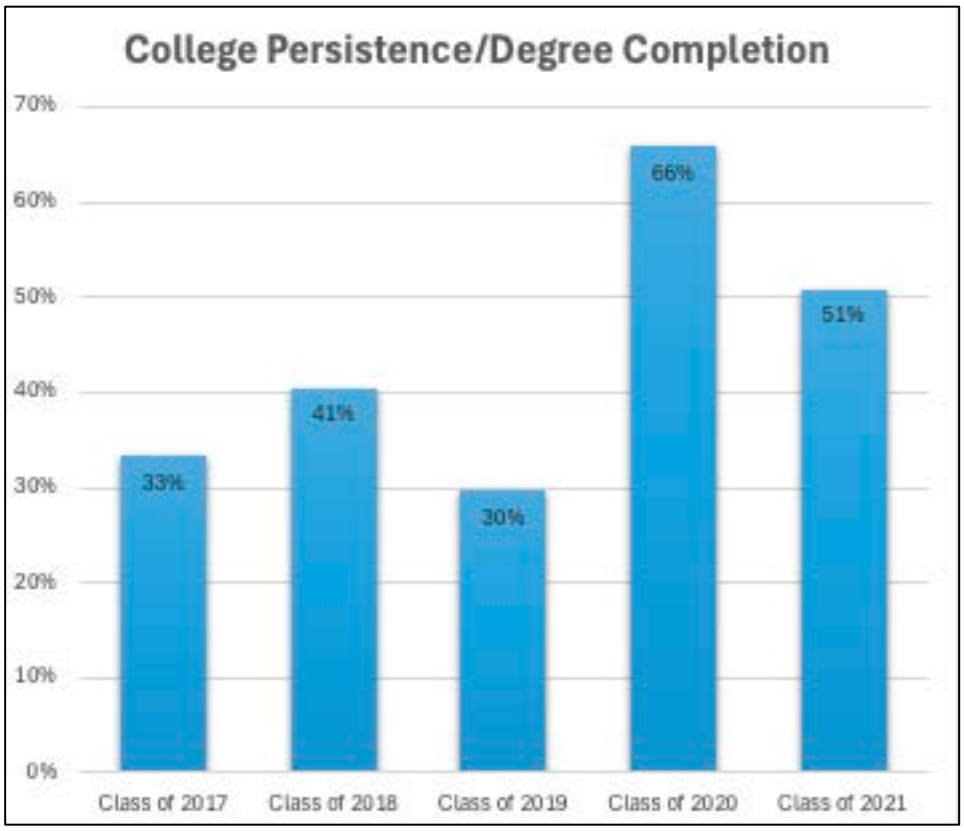
Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes of 2016-2023 by Number of Students

Name	Total
Los Angeles Mission College	87
California State University- Northridge	60
College Of the Canyons	22

Los Angeles Valley College	15
University Of California-Los Angeles	10
California State University - Los Angeles	7
Grand Canyon University	7
Los Angeles Pierce College	7
University Of California - Berkeley	6
University Of California - Merced	5
University Of California-Santa Cruz	4
California State Polytechnic University, Humboldt	2
Mount Saint Mary's University	2
Northern Arizona University	2
United Education Institute- Encino	2
University Of California - Riverside	2
University Of California-Santa Barbara	2
Antelope Valley College	1
California State Univ Channel Islands	1
California State University - Bakersfield	1
California State University - Dominguez Hills	1
California State University - Fullerton	1
California State University - Long Beach	1
Glendale Community College	1
Los Angeles Harbor College	1

Source: National Student Clearinghouse as of 10/11/2024

The most attended Institution is Los Angeles Mission College, which also partners with DCP2 in offering Dual Enrollment, Advanced Placement courses, and CTE Pathways, making it easier for students to transition directly into college from high school. The Charter School is looking into more partnership like this in the hopes of increasing their college-going rates in the future.



Source: National Student Clearinghouse as of 10/11/2024

This graph represents the percentage of DCP2 graduates who have received a college degree or are still in college as of data from 2023-24.

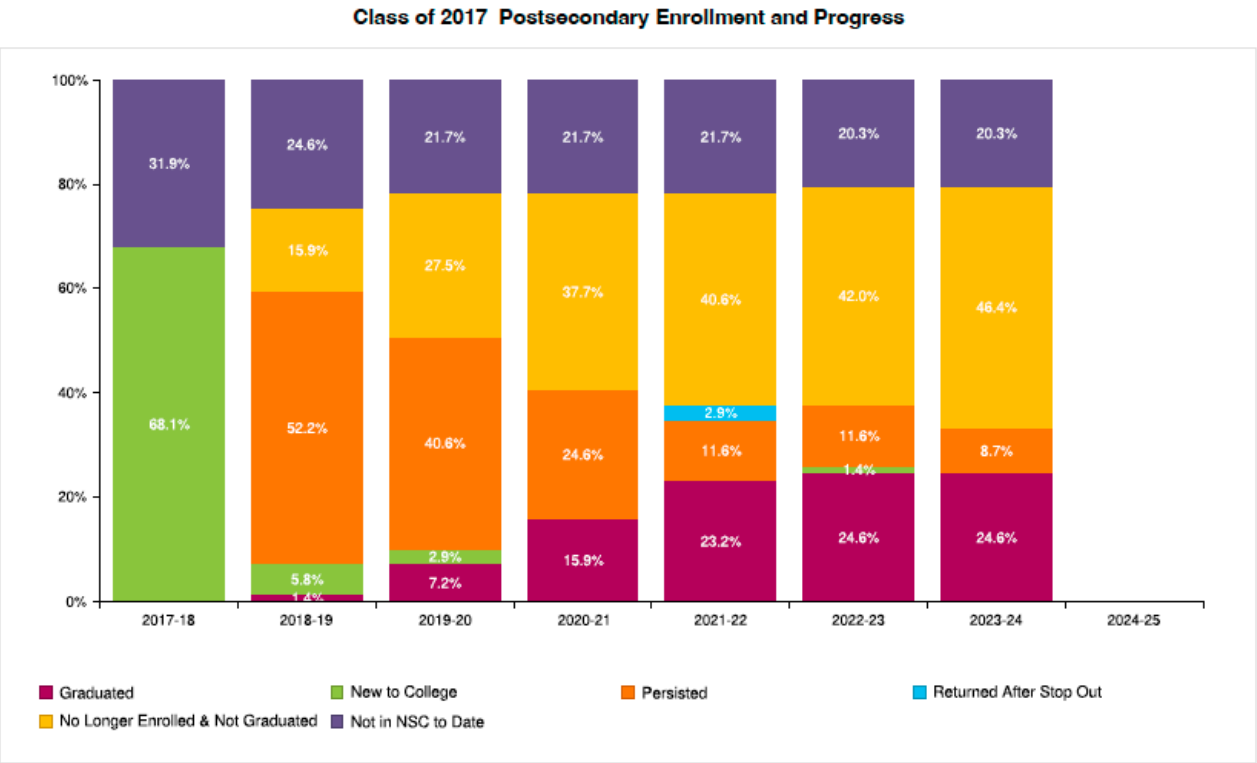
As shown in the National Student Clearinghouse graphs that follow, while many DCP2 students enroll in post-secondary institutions, persistence declines after the first year.

To support college persistence, DCP2 will provide enhanced college transition support:

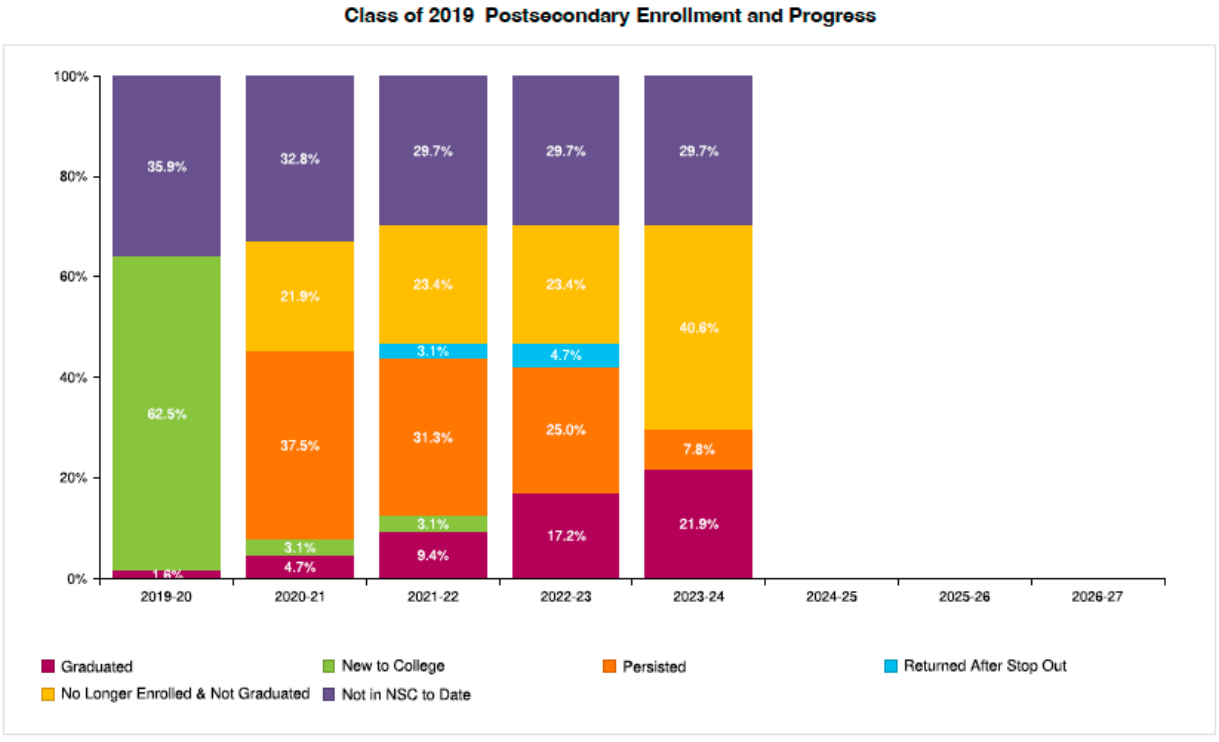
- Conduct regular check-ins via in-person meetings, virtual meetings, or phone calls to help students set goals and stay motivated
- Send postcards and wellness packets
- Organize yearly alumni gatherings during holiday breaks to improve communication and provide more opportunities to keep in contact

For alumni who do not complete their studies, DCP2 plans to:

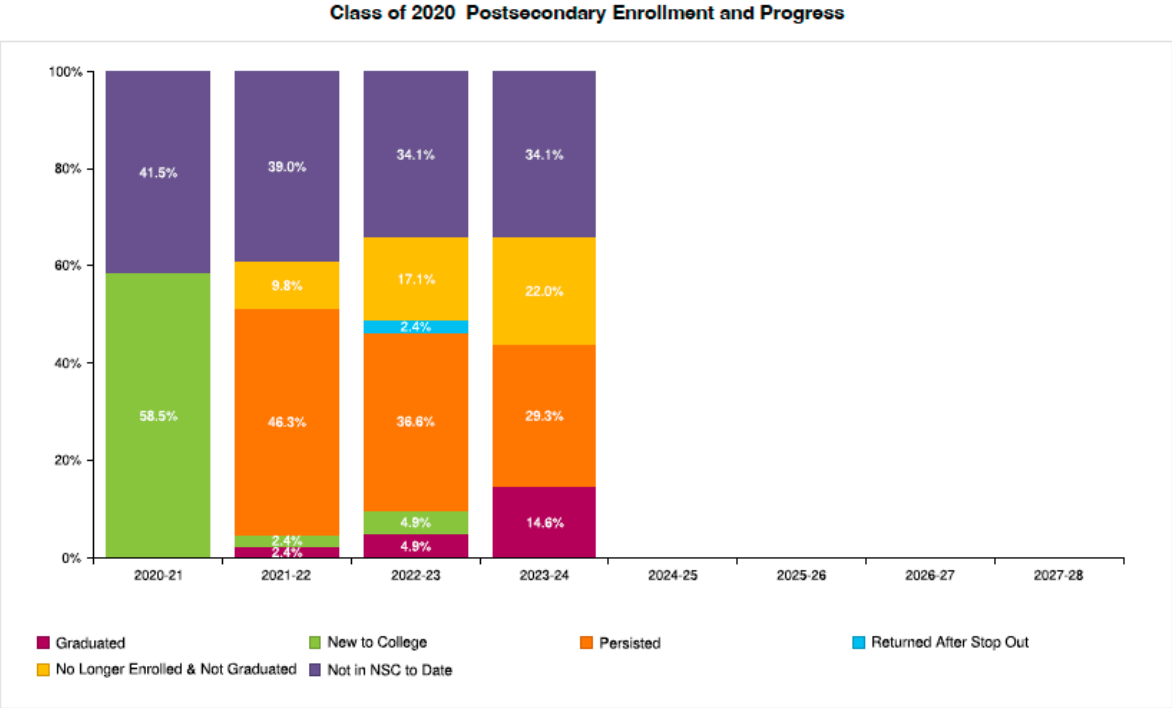
- Develop a database to track alumni and their educational status
- Maintain regular contact with alumni to update their status and offer support
- Provide assistance with re-enrollment processes for alumni who wish to return to college



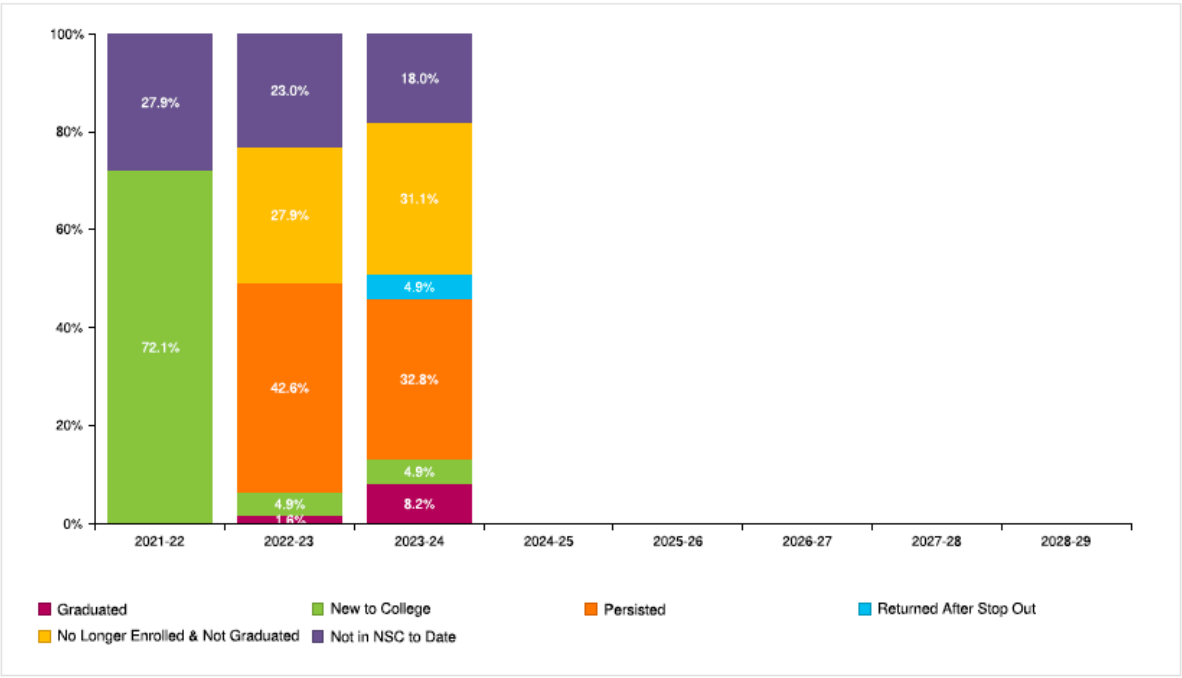
Source: National Student Clearinghouse as of 10/11/2024



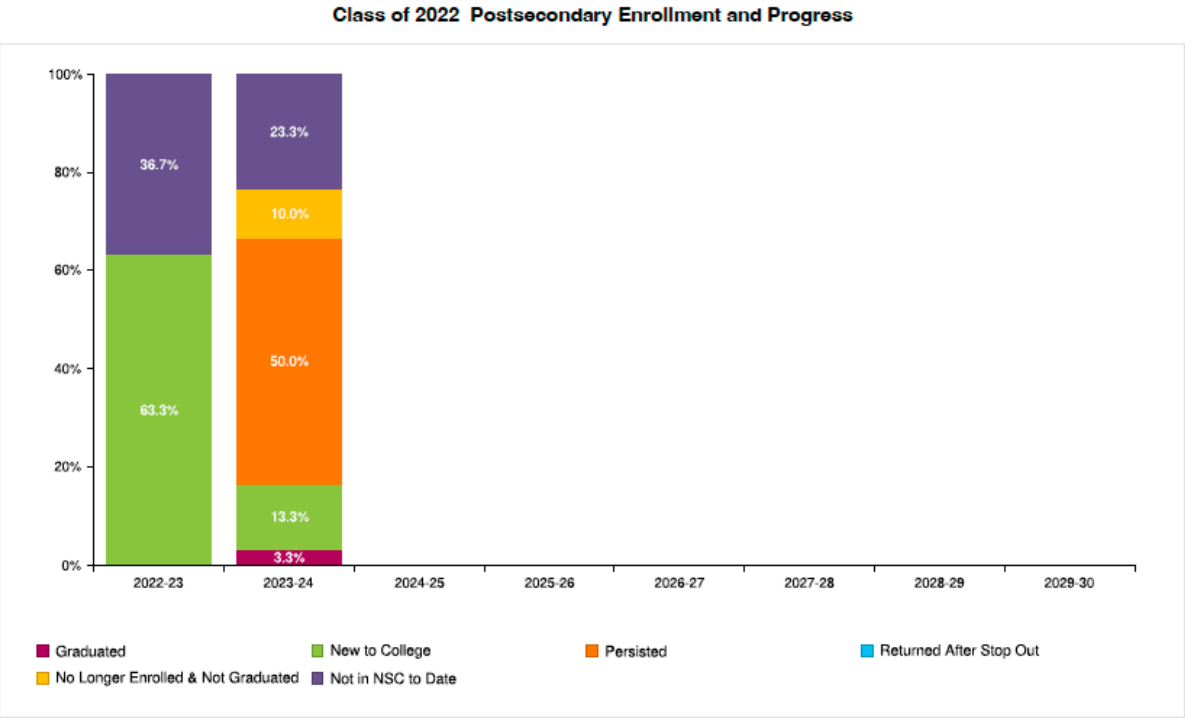
Source: National Student Clearinghouse as of 10/11/2024



Source: National Student Clearinghouse as of 10/11/2024



Source: National Student Clearinghouse as of 10/11/2024



Our Value to the Community

At Discovery Charter Preparatory #2, we understand that every student is unique and may face different challenges. Our commitment to safety, a supportive atmosphere, and individualized attention sets us apart from neighboring high schools. We strive to provide a comprehensive educational experience that prepares students not just for academic success, but for life. By emphasizing these priorities, we aim to build a strong relationship with our community, showcasing the distinct value we bring to families and students.

Student Population to Be Served

Discovery Charter Preparatory #2 serves students in grades 9-12. In 2023-24, the Charter School's population was 97% Hispanic/Latino, 57% Low Income, 16% Students with Disabilities, and 9% English Learners. In 2024-25, 86% of all Discovery Charter Preparatory #2 students were recruited from the neighborhoods of Sylmar, Arleta, and Pacoima.

Many of these students have traditionally not been successful at schools with larger enrollment, and did not previously expect to pursue post-secondary education. The majority of the student population come from families without college degrees. According to *"Mapping L.A. Neighborhoods"* published by the Los Angeles Times, in all three

neighborhoods, the percentages of residents 25 and older who have a four year degree are low for the city of Los Angeles and the county. Additionally, the percentages of residents 25 and older with *less* than a high school diploma are high for the county.

Neighborhoods	High School Diploma	Four-Year Degree
Sylmar	22.3%	11.6%
Arleta	19.5%	11.3%
Pacoima	16.1%	4.2%

Sources: Los Angeles Times, *"Mapping L.A. Neighborhoods."* URLs:
https://maps.latimes.com/neighborhoods/neighborhood/sylmar/,
https://maps.latimes.com/neighborhoods/neighborhood/arleta/,
https://maps.latimes.com/neighborhoods/neighborhood/pacoima/
https://maps.latimes.com/neighborhoods/education/high-school/neighborhood/list/index.html
(Retrieved August 2024)

The students and their families select this school for its small, nurturing learning environment where teachers and staff emphasize positive behaviors, high expectations and hard work. DCP2 students are supported to be successful through their strong relationships with caring adults and the knowledge that they are "seen." Students know their teachers will notice if they are struggling and will intervene with supports.

The data above reflects a community need for increased access to college preparatory secondary education in this area of Los Angeles. Discovery Charter Preparatory #2 meets this need by offering a comprehensive learning experience designed to help graduate students who are college and career ready.

5-year Term Enrollment/Roll-Out Plan					
Grade	2025-26	2026-27	2027-28	2028-29	2029-30
9	60	60	60	60	60
10	66	58	60	60	60
11	48	64	56	60	60
12	46	46	60	58	60
Total	220	228	236	238	240

Multi-Year Enrollment Summary							
2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**+/- Since 2017**
230	261	248	232	199	191	210	-9%

Source: California Department of Education DataQuest: "Enrollment Multi-Year Summary."

The declines in enrollment from 2020-23 reflect the significant and persistent challenges posed by COVID-19, which affected many schools nationwide. Some families chose to

keep students at home, while other families relocated to schools in different cities and states that had fewer restrictions, ultimately impacting funding and resources.

The increase to 210 in 2023-24 suggests that DCP2 is beginning to stabilize and attract more students again, which is a positive sign of recovery and resilience. Monica Rodriguez (Los Angeles City Council Member) and her team, along with Sylmar Neighborhood Council and Sylmar Woman's Club have been instrumental in clarifying our status as a public charter school. This collaboration likely helped enhance community awareness and trust, which can significantly impact enrollment and overall school perception. DCP2 accomplished this by joining events organized community events or open houses in collaboration with Council Member Rodriguez's office. These have served as platforms to showcase the Charter School's programs and achievements.

DCP2 has launched information campaigns to develop informational materials (flyers, social media posts) that clearly communicate your public charter status and the benefits it offers to students and families. DCP2 has highlighted and shared success stories of students and alumni through various media channels, illustrating the positive impact of our school in the community. DCP2 has also hosted meetings and events where we have shared on topics such as college readiness, career pathways, and mental health, inviting community members to participate and learn more about our offerings. DCP2 consistently leverages social media platforms to share updates and engage with the community.

DCP2 has highlighted the partnership with Council Member Rodriguez to increase visibility and credibility. It has also partnered with local organizations and businesses to expand outreach and create more opportunities for students, such as internships, mentorship programs and employment after graduation. By continuing to leverage these key partnerships and actively engaging with the community, DCP2 has enhanced the perception of the Charter School and continues to foster a stronger school-community connection.

Goals and Philosophy

Vision and Mission

Our vision is to provide a safe and nurturing learning environment in which instruction is rigorous and meaningful. We are dedicated to closing the achievement gap for our students by providing them with supportive, individualized attention and high expectations for academic success. We believe that every student can overcome obstacles and make college a reality.

The mission of Discovery Charter Preparatory #2 is to expand access to higher education by providing the necessary skills and support so that every student is prepared to attend college upon graduation from high school.

An Educated Person in the 21st Century

A well-educated person in the 21st century must be able to adapt to the rapidly evolving demands of the modern world. Our goal at Discovery Charter Preparatory #2 is to prepare our students with skills that go beyond academic knowledge.

A well-educated person will have the academic skills and knowledge that will allow them to be successful when pursuing a post-secondary education. The curriculum at DCP2 helps students develop the following academic skills and knowledge:

- Demonstrate effective written and verbal communication with a variety of audiences
- Identify and understand mathematical facts, concepts, principles, and theories, applying them in problem situations within and outside the school setting
- Demonstrate comprehension of a variety of printed materials when reading for pleasure and/or information
- Demonstrate the ability to read, understand, question, and challenge the literal and implied meanings of fictional and non-fictional material
- Demonstrate a general understanding of history in order to perceive the complexities of social, economic, and political problems
- Demonstrate a general understanding of major concepts and processes that are common to all of the sciences
- Demonstrate understanding of the connections between content areas and apply knowledge by gathering, analyzing, interpreting, and integrating information
- Demonstrate critical thinking and an ability to solve problems when making decisions
- Demonstrate an ability to use technology efficiently to achieve specific goals
- Demonstrate the ability to evaluate information across a range of media

In addition to academic skills and knowledge, a well-educated person in the 21st century will gain non-academic skills that go beyond the classroom. DCP2 helps students:

- Demonstrate the desire to pursue learning as a life-long endeavor

- Formulate questions, make decisions, and seek answers using factual information, logical reasoning, and intuitive and creative thinking
- Demonstrate collaboration, teamwork, and interpersonal skills, and respect and appreciate diversity in order to solve conflicts, strive for consensus, and function as both learner and teacher
- Demonstrate self-confidence and leadership capabilities
- Demonstrate the ability to set priorities in order to achieve personal and community goals
- Understand, preserve, and appreciate their culture and the heritage of others
- Exercise personal responsibility and flexibility; set and meet high standards and goals for themselves and others
- Demonstrate the ability to engage intensely in tasks even when answers or solutions are not immediately apparent; push the limits of their own knowledge and abilities; generate, trust, and maintain own standards of evaluation; generate new ways of viewing a situation outside the boundaries of standard convention
- Demonstrate personal, social, and civic responsibility
- Demonstrate the ability to adapt to an ever-changing environment
- Participate in creative activity of their own and understand and engage with the artistic, cultural, and intellectual work of others

It is our commitment to provide students with academic and non-academic skills that will help them become successful members of society. We understand that not all pathways after high school are academic and that students may pursue college or other non-college pathways. These skills are beneficial to students pursuing a post-secondary education as well as those entering the workforce. These are the skills needed to thrive in a dynamic, interconnected, and technology-driven world.

How Learning Best Occurs

Students learn best in a positive learning environment, where they are placed at the center of teaching and learning. They should be challenged by rigorous standards-based curriculum and supported by parents, teachers, and the surrounding community. In the learning environment, students want to be engaged in the material and to be provided with appropriate scaffolding so that they may achieve the high expectations teachers have set for them.

Collaborative experiential learning fosters critical thinking, creativity, and collaboration, preparing students for complex challenges (Dewey, 1938; Kolb, 1984; Highland Academy, 2024). Integration of technology supports personalized learning, allowing students to access diverse resources, collaborate digitally, and tailor their learning experience to their individual needs and interests (U.S. Department of Education, 2017; Warschauer, 2015; Barnesville School, 2024). Small class sizes create more personalized, interactive discussion and one-on-one attention (Finn & Achilles, 1999; Blachford et al., 2003, Barnesville School, 2024; Highland Academy, 2024). This creates an environment where students feel more comfortable participating, asking questions, and engaging in meaningful learning. Smaller class sizes also help reduce disparities in learning outcomes. With more individualized attention, students who might otherwise fall behind are given the resources and support they need to succeed (Nye, Hedges, & Konstantopoulos, 2000; Class Size Matters, 2024).

Students as Self-Motivated, Competent, and Lifelong Learners

Discovery Charter Preparatory #2 is committed to providing a small learning community and small classes. The teachers at DCP2 not only support students in their academic courses, but through an advisory class. Each student at Discovery Charter Preparatory #2 is part of an advisory cohort for all 4 years of high school. Discovery Charter Preparatory #2 recognizes student achievement by holding semester assemblies for honor roll students and rewarding students who achieve proficiency with recognition dinners and other privileges.

In their advisory course, teachers provide students with individualized time where they monitor student progress in all classes. Students receive grade reports on a weekly basis. Teachers encourage students to advocate for themselves and monitor their own learning. Additionally, students are aware of their test scores and other data points that measure their success in the classroom. Students are encouraged to engage in conversations with their advisors in planning conferences where students discuss and become motivated by their post-high school goals.

To ensure student success and to hold students accountable, when students are earning 69% or below in any core subject, they are referred to afterschool tutoring. In tutoring, the focus is for students to take ownership of their learning, improve their grade, and most importantly, to show growth.

Discovery Charter Preparatory #2 recognizes not only the importance of celebrating student success but recognizing and celebrating student growth. Any student at Discovery Charter Preparatory #2 that has worked hard and has grown is also recognized with special achievement certificates and rewards such as free dress week, movie tickets, gift cards, Happy Letters to parents/guardians, and tokens to exchange for prizes.

A Learning Community

Part of creating a community within our school includes the involvement of all educational partners. Discovery Charter Preparatory #2 encourages active parent involvement and promotes a collaborative home-school relationship. Parent communication with the Charter School is a vital strength of the counseling program and parents are active participants in helping their children to succeed.

Community agencies, in conjunction with the Charter School, provide on-site support services, such as tutoring, family and teen counseling, parenting classes and extracurricular activities designed to motivate students.

Monthly parent meetings help to foster the home-to-school relationship and include parents in decision-making. Topics covered include parent resource presentations, information on FAFSA and the Dream Act, Pueblo y Salud presentations on brain development and drug prevention, workshops about mental health, and awareness about gangs and juvenile delinquency.

PAC and ELAC committee meetings encourage parents to take a greater role in collaborating with school administration. The Charter School is a community resource that provides students with an exemplary academic foundation and the tools to be successful college graduates, lifelong learners, and active participants in their community.

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

<table>
<tr><th colspan="2">LCFF STATE PRIORITIES</th></tr>
<tr><th colspan="2">GOAL #1</th></tr>
<tr><td>All students will have equitable access to credentialed, well qualified, and appropriately-assigned teachers and staff, well-maintained facilities, and robust, standards-aligned instruction and materials.</td><td>Related State Priorities:
X 1 ☐ 4 X 7
X 2 ☐ 5 ☐ 8
☐ 3 ☐ 6
Local Priorities:</td></tr>
<tr><th colspan="2">Specific Annual Actions to Achieve Goal</th></tr>
<tr><td colspan="2">1.1 Recruit well qualified teachers and support credential clearance through reimbursement of teacher induction expenses
1.2 Provide state-verified, standards-aligned instructional materials
1.3 Provide all students and staff with a safe and clean school facility
1.4 Provide comprehensive grade level curriculum training, professional development and coaching</td></tr>
</table>

1.5 Provide equitable access to all Advanced Placement, Honors, CTE, VAPA, and dual enrollment courses for high schoolers in addition to their core subjects.

Expected Annual Measurable Outcomes

Outcome #1: **Percentage of full-time teachers (FTE) "Clear" for the instructional assignment – Teachers authorized by a clear or preliminary credential (as reported by the CDE Teacher Assignment Monitoring Outcomes [TAMO])**
Metric/Method for Measuring: Teacher Assignment Monitoring Outcomes by Full-time Equivalent

Applicable Student Groups	Baseline (TAMO Data 22-23)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	86%	100%	100%	100%	100%	100%

Outcome #2: Access to Standards–Aligned Instructional Materials
Metric/Method for Measuring: Textbook Inventory

Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3: Facilities in "Good" Repair (Score of 90% or better)
Metric/Method for Measuring: Facilities Inspection Tool (FIT)

Applicable Student Groups	**Baseline**	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	Good	Good	Good	Good	Good	Good

Outcome #4: Implementation of State Standards: Instructional Materials
Metric/Method for Measuring: Local Indicator- Rating Scales for Instructional Materials

Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	ELA=5 ELD=5 Math=5 NGSS=5 Hist/SS=5	ELA=5 ELD=5 Math=5 NGSS=5 Hist/SS=5	ELA=5 ELD=5 Math=5 NGSS=5 Hist/SS=5	ELA=5 ELD=5 Math=5 NGSS=5 Hist/SS=5	ELA=5 ELD=5 Math=5 NGSS=5 Hist/SS=5	ELA=5 ELD=5 Math=5 NGSS=5 Hist/SS=5

Outcome #5: Implementation of State Standards: % of English Learners who have access to CA ELD standards-aligned instruction
Metric/Method for Measuring: Textbook Inventory

Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
English Learners	100%	100%	100%	100%	100%	100%

Outcome #6: Implementation of State Standards: % of teachers reporting that they have the knowledge and support to effectively teach the standards in depth to all students Metric/Method for Measuring: School Survey						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #7: % of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study. Metric/Method for Measuring: Master Schedule						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

*Student group not numerically significant at this time

LCFF STATE PRIORITIES

GOAL #2

All students will demonstrate growth toward meeting or exceeding standards in English Language Arts, Math, and Science, and be prepared for college and career.	Related State Priorities: ☐ 1 X 4 ☐ 7 ☐ 2 ☐ 5 X 8 ☐ 3 ☐ 6 Local Priorities:

Specific Annual Actions to Achieve Goal
2.1 Using local assessment data, teachers provide differentiated instruction and Tier I interventions within the classrooms for ELA and Math 2.2 Provide Tier II ELA and Math interventions during the school day to students who are struggling academically 2.3 Provide Tier III after-school tutoring in ELA and Math to students who are struggling academically 2.4 Implement science enrichment activities such as science fairs and related field trips 2.5 Provide designated ELD instruction for all English Learners, as well as integrated ELD support within the classrooms. 2.6 Provide a credit recovery period within the instructional day for students who have not successfully passed the required courses for graduation 2.7 Provide Career/Technical Education Pathways in partnership with LA Mission College in the following areas: • Media • Cybersecurity • Administrative Justice 2.8 Provide high school students with college and career guidance, assistance with the college application process, and strategies for college test-taking, such as advanced placement and admission tests

Expected Annual Measurable Outcomes						
Outcome #1: % of students in grade 11 who meet or exceed standards in ELA Metric/Method for Measuring: CAASPP ELA						
Applicable Student Groups	Baseline (based on 2023 SBAC)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	43.59%	47%	50%	51%	52%	53%
English Learner Students	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	42.11%	45%	48%	49%	50%	51%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	**	**	**	**	**	**
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	42.11%	45%	48%	49%	50%	51%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time
**Data suppressed due to < 11 students

Outcome #2: Distance from standard in ELA Metric/Method for Measuring: CA School Dashboard						
Applicable Student Groups	Baseline (based on 2023 SBAC)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	-39.6	-38	-36	-35	-34	-33
English Learner Students	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	-52.8	-51	-49	-48	-47	-46
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	**	**	**	**	**	**
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-47.7	-46	-44	-43	-42	-41
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time
**Data suppressed due to < 11 students

Outcome #3: % of students in grade 11 who meet or exceed standards in Math Metric/Method for Measuring: CAASPP Mathematics

Applicable Student Groups	Baseline (based on 2023 SBAC)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	10.25%	14%	16%	17%	18%	19%
English Learner Students	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	5.26%	8%	10%	11%	12%	13%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	**	**	**	**	**	**
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	7.89%	11%	13%	14%	15%	16%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time
**Data suppressed due to < 11 students

Outcome #4: Distance from Standard in Math Metric/Method for Measuring: CA School Dashboard						
Applicable Student Groups	Baseline (2023)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	-122.5	-112	-100	-99	-98	-97
English Learner Students	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	-138.9	-129	-119	-118	-117	-116
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	**	**	**	**	**	**
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-131.5	-122	-112	-111	-110	-109

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

* Student group not numerically significant at this time
**Data suppressed due to < 11 students

Outcome #5: % students who meet or exceed standards in Science Metric/Method for Measuring: California Science Test ("CAST")						
Applicable Student Groups	Baseline (based on 2023)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	21.74%	23%	24%	25%	26%	27%
English Learner Students	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	20.69%	22%	23%	24%	25%	26%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	**	**	**	**	**	**
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	19.05%	20%	21%	22%	23%	24%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time
**Data suppressed due to < 11 students

Outcome #6: % of English Learners making progress on the ELPI Metric/Method for Measuring: CA School Dashboard ELPI						
Applicable Student Groups	Baseline (Based on 2023 ELPI)	2025-26	2026-27	2027-28	2028-29	2029-30
English Learner Students	33.3%	33%	34%	35%	36%	37%

Outcome #7: English Learner Reclassification Rate

Metric/Method for Measuring: CALPADS Reports 2.16, English Language Acquisition Status and 8.1, Student Profile List filtered by "EL-English Learner" and "Adjusted Cumulative Enrollment"						
Applicable Student Groups	Baseline (2023)	2025-26	2026-27	2027-28	2028-29	2029-30
English Learner Students	37.5%	38%	39%	40%	41%	42%

Outcome #8: HS graduation rate Metric/Method for Measuring: CA School Dashboard Graduation Rate						
Applicable Student Groups	Baseline (2023)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	81.5%	82%	83%	84%	85%	86%

Outcome #9: % of HS Students completing UC/CSU A-G requirements Metric/Method for Measuring: CA School Dashboard Additional Report: "Met UC/CSU Requirements Report -Number and Percentage of All Students in the Combined Graduation Rate						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #10: % of HS Students completing a CTE Pathway with a grade of C- or better Metric/Method for Measuring: CA School Dashboard Additional Report: "Met UC/CSU Requirements and CTE Pathway Completion Report - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the Combined Graduation Rate"						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0%	10%	15%	16%	17%	18%

Outcome #11: % of HS students completing both CTE and A-G requirements Metric/Method for Measuring: CA School Dashboard – Additional Report: "Met UC/CSU Requirements and CTE Pathway Completion Report - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Number and Percentage of All Students in the Combined Graduation Rate"						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0%	10%	15%	16%	17%	18%

Outcome #12: % of 11th grade students who are prepared for college per the EAP

Metric/Method for Measuring: CA School Dashboard, College/Career Levels and Measures Report						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	29.5%	33%	34%	35%	36%	37%
English Learner Students	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	26.4%	29%	30%	31%	32%	33%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	**	**	**	**	**	**
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	27.4%	30%	31%	32%	33%	34%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time

**Data suppressed due to < 11 students

Outcome #13: % of HS students completing AP exams with a score of 3 or higher Metric/Method for Measuring: CA School Dashboard - Additional Report: "College/Career Levels and Measures Report & Data – 2023 via Advanced Placement"						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	11.8%	13%	15%	16%	17%	18%

Outcome #14: % of HS graduates who earn a Seal of Biliteracy Metric/Method for Measuring: CA School Dashboard Additional Report: "College/Career Levels and Measures Report & Data – 2023 via State Seal of Biliteracy"						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0%	10%	11%	12%	13%	14%

LCFF STATE PRIORITIES	
GOAL #3	
All students, families, and staff will feel connected to the school community, engaged in their respective work, and supported to be their best.	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 X 5 ☐ 8 X 3 X 6 Local Priorities:
Specific Annual Actions to Achieve Goal	
3.1 Provide professional development/coaching to administrators, teachers, and staff on creating welcoming environments for all families in the community and effectively engaging families in advisory groups and other decision-making 3.2 Establish protocols for recruiting parents from underrepresented groups in the school community for participation in advisory groups, including maintaining records of participation 3.3 Provide ongoing professional development and coaching to administrators, teachers, and staff on implementing and improving PBIS and Restorative practices schoolwide 3.4 Conduct home visits to families of chronically absent students, communicate with at-risk families, monitor student attendance, and identify and address barriers to consistent attendance 3.5 Match volunteer college mentors with low-performing 9th grade students to support with study skills, organization, and academics 3.6 Implement a student ambassador program to help incoming students feel welcome and acclimated to the school culture	

Expected Annual Measurable Outcomes						
Outcome #1: % of families reporting that they feel connected to the school community Metric/Method for Measuring: Parent Survey						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	80%	90%	100%	100%	100%	100%
English Learner Students	40%	75%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	**	90%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Parents of Students with Disabilities	75%	90%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	91%	95%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time
** Data not collected at baseline

Outcome #2: # of opportunities for parents to provide input on policies and programs Metric/Method for Measuring: Parent Engagement Calendar						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	13	15	18	18	18	18

Outcome #3: # of parents from underrepresented groups participating in advisory groups Metric/Method for Measuring: Advisory Group Rosters						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
English Learner Students	2	2	2	2	2	2
Socioeconomically Disadvantaged Students	1	1	1	1	1	1
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	3	3	3	3	3	3
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	5	5	5	5	5	5
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time

Outcome #4: Percent of educators (i.e. principals, teachers, counselors, and support staff) who report they feel confident in their ability to effectively implement PBIS and Restorative practices Metric/Method for Measuring: Staff Survey						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	83.3%	90%	100%	100%	100%	100%

Outcome #5: % of students reporting that they feel safe at school Metric/Method for Measuring: Student Survey						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	82%	90%	100%	100%	100%	100%
English Learner Students	**	90%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	**	90%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	85%	90%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	84%	90%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time
** Data not collected at baseline

Outcome #6: % of students reporting that they feel connected to others at school Metric/Method for Measuring: Student Survey						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	63%	80%	100%	100%	100%	100%
English Learner Students	**	80%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	**	80%	100%	100%	100%	100%

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	65%	80%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	63%	80%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time
** Data not collected at baseline

Outcome #7: Expulsion Rate Metric/Method for Measuring: California Department of Education, DataQuest						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0.5%	0%	0%	0%	0%	0%
English Learner Students	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	**	**	**	**	**	**
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0.5%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time
**Data suppressed to protect student privacy

Outcome #8: Chronic Absenteeism Rate Metric/Method for Measuring: California Department of Education, DataQuest						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	41.1%	38%	35%	34%	33%	32%
English Learner Students	42.9%	38%	35%	34%	33%	32%
Socioeconomically Disadvantaged Students	46.4%	42%	38%	37%	36%	35%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	28.6%	25%	22%	21%	20%	19%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	41.5%	38%	35%	34%	33%	32%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time

Outcome #9: Suspension Rate Metric/Method for Measuring: California Department of Education, DataQuest						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0.5%	0%	0%	0%	0%	0%
English Learner Students	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	**	**	**	**	**	**
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	0.5%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* Student group not numerically significant at this time
**Data suppressed to protect student privacy

Outcome #10: HS dropout rate Metric/Method for Measuring: Dataquest 4-year Adjusted Cohort Outcomes Rate						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	18.8%	10%	5%	4%	3%	2%

Outcome #11: % of 9th grade students getting at least one D or F at the semester Metric/Method for Measuring: Local SIS						
Applicable Student Groups	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	5%	3%	2%	1%	1%	1%

Instructional Design

Student-Centered Learning

Discovery Charter Preparatory #2 provides a Student-Centered Learning approach that prioritizes students and their individual needs, ultimately fostering engagement, personalized education, and success in diverse settings. By employing innovative teaching strategies and encouraging active participation, DCP2 aims to distinguish itself in the educational landscape.

DCP2 addresses the diverse learning needs of students by prioritizing personalized education. This is achieved through the integration of collaborative and experiential learning methods, along with effective use of technology. The goal is to prepare students for future challenges and ensure they can thrive in a rapidly changing world.

Innovative Components and Key Features of the Program

Given the reading and math skills of the typical DCP2 student upon entry, instruction must accomplish two goals: one - remediation and skill building, and two – grade level content and rigor. DCP2 is a literacy-focused school, but it is focused on content literacy, thereby accomplishing both goals. As a small school, teachers collaborate across content areas to develop projects that incorporate reading and writing coaching to address the various academic needs of the students while addressing grade level content.

Collaborative Experiential Learning
By utilizing hands-on, interactive approaches that involve real-world problem-solving and teamwork, DCP2 ensures that students are not just passive recipients of knowledge but active participants in their own learning journey (Dewey, 1938; Kolb, 1984; Highland Academy, 2024). This prepares them for complex challenges and fosters critical thinking, creativity, and collaboration—skills crucial for success in the 21st century.

Integration of Technology
In today's educational landscape, technology plays a vital role. Considering these students are digital natives and have endured the pandemic, the school employs the use of learning apps to support specific goals and enrich learning, but the core teachers are crucial to ensuring that students are actually learning and growing. DCP2 integrates technology in a way that complements personalized learning, allowing students to access diverse resources, collaborate digitally, and tailor their learning experience to their individual needs and interests (U.S. Department of Education, 2017; Warschauer, 2015; Barnesville School, 2024).

Focus on Engagement and Success in Diverse Environments
The mission of DCP2 is not just about engagement and personalization in the classroom, but also about preparing students to thrive in various settings—be it higher education, the workforce, or any other environment (Darling-Hammond, 2010; Class Size Matters, 2024). This holistic approach ensures that students are adaptable, resilient, and capable of navigating diverse future opportunities.

The Impact of Small Class Sizes on High School Education at DCP2
DCP2 prides itself on maintaining a 1:25 teacher-to-student ratio, which has been shown to significantly enhance educational outcomes. Research underscores several key advantages of small class sizes:

Deeper Engagement
With fewer students in each class, teachers can foster more interactive, personalized discussions and one-on-one attention (Finn & Achilles, 1999; Highland Academy, 2024). This creates an environment where students feel more comfortable participating, asking questions, and engaging in meaningful learning.

Personalized Instruction

Smaller class sizes allow educators to better cater to the individual needs, strengths, and challenges of each student (Blatchford et al., 2003; Barnesville School, 2024). This level of attention ensures that all students can progress at their own pace, receive tailored support, and reach their full potential.

Equitable Outcomes
Smaller class sizes also help reduce disparities in learning outcomes. With more individualized attention, students who might otherwise fall behind are given the resources and support they need to succeed (Nye, Hedges, & Konstantopoulos, 2000; Class Size Matters, 2024). This ensures a more equitable educational experience for all learners, regardless of their background or learning style.

Fundamental Principles of Student-Centered Learning:

1. Active Learning:
    - Students actively participate in their learning process, engaging with content through hands-on activities, exploration, and experimentation.
    - Learning is seen as making meaning rather than simply absorbing information.
    - Students will learn about and engage in activities like group discussions, problem-solving exercises, peer teaching, and interactive simulations. This involves activities where students are not just passive recipients of information but are involved in discussions, problem-solving, and hands-on tasks.
2. Building on Prior Knowledge:
    - New Learning is connected to what students already know, building on existing knowledge and experiences.
    - Teachers assess students' prior knowledge and use it as a foundation for new concepts.
3. Social Interaction:
    - Learning is often collaborative, involving discussion, negotiation, and shared experiences among peers.
    - Vygotsky's Zone of Proximal Development (ZPD) concept emphasizes the importance of social interactions and scaffolding provided by teachers or more knowledgeable peers.
4. Problem-Based Learning:

- Learning is often driven by open-ended questions or real-world problems that require students to apply their knowledge and think critically.
- Encourages inquiry, investigation, and problem-solving skills.

5. Student-Centered:
    - Rather than a one-size-fits-all approach, the focus is on the learner's needs, interests, and learning styles.
    - Students have some control over their Learning, often choosing how they explore topics or demonstrate their understanding.
6. Reflection:
    - Reflection is a crucial part of the learning process, helping students make sense of their experiences and connect new information with what they already know.
    - Teachers encourage students to think about what they've learned and how they've learned it.
7. Learning in Context:
    - Knowledge is situated in real-world contexts, making learning relevant and meaningful.
    - Authentic tasks that mimic real-life challenges are used to enhance understanding and retention.

Benefits of a Student-Centered Teaching Model:

- Promotes more profound understanding and retention of knowledge.
- Encourages critical thinking, creativity, and problem-solving.
- Fostering independence and motivation develops lifelong learning skills. For example, students learn to set their learning goals, manage their time effectively, and seek resources independently, which are essential skills for continuous learning in the future. It also supports differentiated learning by allowing students to engage with content at their own pace and level.

This instructional approach creates a dynamic, interactive learning environment where students learn by doing, exploring, and reflecting, making it a powerful approach in modern education. Furthermore, Discovery Charter Preparatory #2 is committed to deepening the implementation of this instructional approach by engaging in ongoing professional development with the staff to review teaching practices, collaborate in reflecting and

evaluating effectiveness of our instructional approach, and ensure consistency across all classrooms.

Curriculum and Instruction

Curriculum

Curriculum materials are selected based on their alignment to the CA Common Core State Standards ("CCSS"), the Next Generation Science Standards ("NGSS"), and the English Language Development ("ELD") standards.

Textbooks			
Subject	Grade(s)	Title	Publisher
20th Century American Popular Culture	10, 11, 12	An Introduction to Popular Culture in the US: People, Politics and Power	Bloomsbury Academic
Advanced ELD	9, 10, 11, 12	My Perspectives	SAVVAS
Algebra 1	9, 10	Reveal Algebra 1	McGraw Hill
Algebra 2	9, 10, 11, 12	Reveal Algebra 2	McGraw Hill
AP Government and Politics United States	12	AP AMSCO United States Government & Politics	Perfection Learning
AP Macroeconomics	12	Krugman's Economics for AP	BFW High School
AP Spanish Language & Culture	10, 11, 12	- Abriendo Pasos: Temas y Lecturas - Abriendo Pasos: Gramatica -Temas Ap Spanish Language and Culture	Pearson Prentice Hall Vista Higher Learning
AP US History	11	Give Me Liberty! An American History	W. W. Norton & Company
Art 1	9, 10, 11, 12	The Visual Experience	Davis Publishing
Art 2	10, 11, 12	The Visual Experience	Davis Publishing
Biology	9, 10	Biology	SAVVAS
Biology Honors	10, 11	Biology	SAVVAS
Calculus	12	Calculus, 7th Edition	James Stewart
Ceramics	9, 10, 11, 12	The Visual Experience	Davis Publishing

Chemistry	10, 11, 12	Experience Chemistry in the Earth System	SAVVAS
Chemistry Honors	10, 11, 12	Experience Chemistry in the Earth System	SAVVAS
Designated ELD Newcomers I	9, 10, 11, 12	My Perspectives	SAVVAS
Designated ELD Newcomers II	9, 10, 11, 12	My Perspectives	SAVVAS
Digital Media Arts	9, 10, 11, 12	The Visual Experience	Davis Publishing
Economics	12	JA (Junior Achievement) Economics	Junior Achievement USA
Economics Honors	12	JA (Junior Achievement) Economics	Junior Achievement USA
English 9	9	MyPerspectives, Grade 9	SAVVAS
English 9 Honors	9	MyPerspectives, Grade 9	SAVVAS
English 10	10	MyPerspectives, Grade 10	SAVVAS
English 10 Honors	10	MyPerspectives, Grade 10	SAVVAS
English 11	11	MyPerspectives, Grade 11	SAVVAS
English 11 Honors	11	MyPerspectives, Grade 11	SAVVAS
English 12	12	MyPerspectives, Grade 12	SAVVAS
English 12 Honors	12	MyPerspectives, Grade 12	SAVVAS
Ethnic Studies	9, 10	A Different Mirror for Young People: A History of Multicultural America	Triangle Square
Geometry	9, 10, 11	Reveal Geometry	McGraw Hill
Spanish 1	9, 10, 11	- Descubre 1 - Descubre 1 (Workbook)	Vista Higher Learning
Spanish for Native Speakers 1	9, 10, 11	- Descubre 1 - Descubre 1 (Workbook)	Vista Higher Learning
Spanish 2	10, 11, 12	- Descubre 2	Vista Higher Learning
Spanish for Native Speakers 2	10, 11, 12	- Descubre 2	Vista Higher Learning
Trigonometry/Pre-Calculus	11, 12	Pre-Calculus	OpenStax
US Government	12	Magruder's American Government	Prentice Hall
US Government Honors	12	Magruder's American Government	Prentice Hall
US History	11	History Alive: Pursuing American Ideals	Teacher's Curriculum Institute

US History Honors	11	History Alive: Pursuing American Ideals	Teacher's Curriculum Institute
World History	10	World History Interactive: The Modern Era	SAVVAS
World History Honors	10	World History Interactive: The Modern Era	SAVVAS

Digital Content Resources												
	Subject(s)								Grade Level			
Publisher	English	Math	Social Studies	Science	World Lang.	Des. ELD	SpEd	Electives	9	10	11	12
SAVVAS	X		X	X		X			X	X	X	X
NewsELA	X	X	X	X	X	X	X	X	X	X	X	X
Renaissance	X	X				X			X	X	X	X
EdPuzzle	X	X	X	X	X	X	X	X	X	X	X	X
NoRedInk	X		X	X	X	X	X	X	X	X	X	X
PearDeck	X	X	X	X	X	X	X	X	X	X	X	X
Canva	X		X		X	X	X	X	X	X	X	X
Khan Academy		X		X		X	X		X	X	X	X
Kahoot	X	X	X	X	X	X	X	X	X	X	X	X
Flocabulary	X	X	X	X	X	X	X	X	X	X	X	X
Quizlet	X		X		X	X	X		X	X	X	X
Agile Mind				X					X	X	X	X
iCivics			X								X	X

Discovery Charter Preparatory #2 is committed to providing all students with access to technology in the classroom and at home. This means 100% of its students have a Chromebook assigned upon the start of classes. Students can engage in digital classroom instruction, assessments, and communication. Teachers are also provided with a computer, iPad, and a Digital Media Display for their classrooms to monitor, enhance, and manage student learning.

At the end of each school year, the needs of our school and students are evaluated. As necessary, materials are adjusted, replaced, or updated. This applies to core curriculum, supplemental materials, and digital resources available to our students. All students are enrolled in a course of study that incorporates core courses for graduation, support courses as needed for math and ELA, and opportunities for enrichment. Enrichment at DCP2 takes the form primarily of academic enrichment, listed below in the Credit/Non-Credit Elective and Support/Development Courses

Course List

All UC A-G courses are college preparatory and meet the graduation requirements for DCP2.

Course Title	Grade	Course Length	Credit Type
Social Science			
World History A/B	10	YEAR	UC (A)
World History Honors A/B	10	YEAR	UC (A)
US History A/B	11	YEAR	UC (A)
US History Honors A/B	11	YEAR	UC (A)
AP US History A/B	11	YEAR	UC (A)
US Government	12	Semester	UC (A)
US Government Honors	12	Semester	UC (A)
English			
English 9 A/B	9	YEAR	UC (B)
English 9 Honors A/B	9	YEAR	UC (B)
English 10 A/B	10	YEAR	UC (B)
English 10 Honors A/B	10	YEAR	UC (B)
English 11 A/B	11	YEAR	UC (B)
English 11 Honors A/B	11	YEAR	UC (B)
English 12 A/B	12	YEAR	UC (B)
English 12 Honors A/B	12	YEAR	UC (B)
Mathematics			
Algebra I A/B	9,10	YEAR	UC (C)
Algebra I Honors A/B	9,10	YEAR	UC (C)
Geometry A/B	9,10	YEAR	UC (C)
Geometry Honors A/B	9,10	YEAR	UC (C)
Algebra II A/B	11,12	YEAR	UC (C)
Algebra II Honors A/B	11,12	YEAR	UC (C)
Trigonometry/Pre-Calculus A/B	11,12	YEAR	UC (C)
Calculus Honors A/B	12	YEAR	UC (C)
Science			
Biology A/B	9,10	YEAR	UC (D)

Biology Honors A/B	9,10	YEAR	UC (D)
AP Biology	11,12	YEAR	UC (D)
Chemistry A/B	10,11	YEAR	UC (D)
Chemistry Honors A/B	10,11	YEAR	UC (D)
AP Environmental Science	11,12	YEAR	UC (D)
Anatomy & Physiology	10-12	YEAR	UC (D)(G)
Physics	11-12	YEAR	UC (D)(G)
Foreign Language			
Spanish 1 A/B	9-10	YEAR	UC (E)
Spanish 2 A/B	10-11	YEAR	UC (E)
Spanish For Native Speakers 1 A/B	9-10	YEAR	UC (E)
Spanish For Native Speakers 2 A/B	10-11	YEAR	UC (E)
Spanish 1/2 A/B	9-11	YEAR	UC (E)
AP Spanish Language and Culture	11-12	YEAR	UC (E)(G)
AP Spanish Literature and Culture	11-12	YEAR	UC (E)(G)
Spanish 3 A/B	10-12	YEAR	UC (E) (G)
Visual and Performing Arts			
Art I A/B	9-12	YEAR	UC (F)(G)
Art II A/B	10-12	YEAR	UC (F)(G)
Ceramics A/B	9-12	YEAR	UC (F)(G)
Digital Media Arts A/B	9-12	YEAR	UC (F)(G)
Drama A/B	10-12	YEAR	UC (F)(G)
College Prep Elective			
20th Century American Pop Culture A/B	10-12	YEAR	UC (G)
College Prep Math A/B	12	YEAR	UC (G)
Economics	12	Semester	UC(A)(G)
Economics Honors	12	Semester	UC(A)(G)
Ethnic Studies A/B	9-10	YEAR	UC (G)
Gender Studies in Literature and Film A/B	9-12	YEAR	UC (G)
Geography A/B	9-10	YEAR	UC (G)
Math for Personal Finance A/B	11-12	YEAR	UC (G)
Social Psychology A/B	10-12	YEAR	UC (G)
Other Electives			
Skills Enhancement A/B	9-12	YEAR	Elective
English Language Development I	9-12	YEAR	Elective

Advanced ELD	10-12	YEAR	Elective
Spanish Film and Literature	10-,12	YEAR	Elective
Yearbook A/B	9-12	YEAR	Elective
Physical Education Courses			
Physical Education I A/B	9-12	YEAR	PE Credit
Physical Education II A/B	9-12	YEAR	PE Credit
Physical Education 1/2 A/B	9-12	YEAR	PE Credit
Sports Conditioning A/B	9-12	YEAR	PE Credit

Course Descriptions

HISTORY/SOCIAL SCIENCE

World History
Subject area: History / Social Science (A) / World History / Cultures / Historical Geography
Grade levels: 10th
Core and/or College Preparatory
Course overview:
World History will introduce the ancient world, then move to focus deeply on the beginnings of the modern world. The survey will continue in the Medieval World by examining major peoples, regions, and time periods. By understanding the social, political, geographical and scientific forces shaping each period, students will connect with the past and identify larger historical patterns. Students will develop historical thinking skills as they gain historical perspective.

World History Honors
Subject area: History / Social Science (A) / World History / Cultures / Historical Geography
Grade levels: 10th
Core and/or College Preparatory
Course overview:
This course is a survey of the modern world from 1750 to the present day. The course will begin by examining the French revolution and the offshoots it inspired across the Atlantic. It would then shift to a different revolution - an economic revolution - that began in Great Britain, spread initially to only select other countries, and allowed those countries to summon the power to colonize much of the rest of the world. The First World War is then looked at as a culmination of all these processes - nationalism, economic power, and competition for global dominance. World War II and the rise of totalitarianism is then connected directly to people's responses to political and economic consequences of

World War I, the Cold War is examined in the context of responses to the conclusion of World War II, and decolonization in the Middle East, Africa, and Asia, is viewed through the lens of the collapse of European global hegemony after World War II and the competition between the two new superpowers of the Cold War. Finally, the course concludes by looking at hot spots of today's intensely globalized world.

Throughout the course, an emphasis is placed on understanding that our knowledge of history is derived from competing reconstructions of the past. There is no such thing as an unbiased and direct view of the past, and therefore students will learn how to see history through primary sources and the attendant difficulties of bias and fragmentation that they bring.

US History
Subject area: History / Social Science (A) / U.S. History
Grade levels: 11th
Core and/or College Preparatory
Course overview:
Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth-grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events.

US History Honors
Subject area: History / Social Science (A) / U.S. History
Prerequisites: Grade B or better in World History & English 10 (Required)
Grade levels: 11th
Core and/or College Preparatory
Course overview:
Through an investigation and corroboration of evidence, students examine the major turning points in American History from the Industrial Revolution through the twenty-first century. The year begins with a review of the colonies and the American Revolution, westward expansion, the Civil War and Reconstruction. Emphasis would be placed on the expanding role of the federal government and the federal courts; the balance of power between the right of the individual and states' rights and the continuing struggle between minority rights and majority power. Importance will also be placed on the emergence of a global economy, the impact of technology on American society and culture, the movements towards equal rights for racial minorities and women, and the role of the United States as a major world power. Students in this course are expected to analyze

complex secondary and primary sources, as well as write argumentative essays. The culminating activity for the course is an American History Civics Inquiry Project wherein students research an American History Project and engage in a related community action (either within the school student body or outside community).

AP United States History
Subject area: History / Social Science (A) / U.S. History
Grade levels: 11th
Core and/or College Preparatory
Course overview:
In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

US Government
Subject area: History / Social Science (A) / Civics / American Government
Grade levels: 12th
Core and/or College Preparatory
Course overview:
American Government is an introduction to the role and structure of government, the American political process and the rights and responsibilities of citizens. Students will examine the historical foundations of American Government, the creation and interpretations of the Declaration of Independence, the Bill of Rights and the Constitution. Students will recognize the three branches of government, analyzing their evolution through careful study of critical events. Students will recognize the rights and responsibilities of citizenship, the role of political parties, and the importance of public policy.

US Government Honors
Subject area: History / Social Science (A) / Civics / American Government
Grade levels: 12th
Core and/or College Preparatory
Course overview:
This course focuses on the current political climate in the United States, as well as analyzing the structure of the U.S. government. Students learn about the role of multiple agencies, institutions, and figureheads that make up the government. In addition, students will learn to describe each agency and how their decisions and interactions influence the

people and country as a whole. Students will also explore how people are able to influence the government.

ENGLISH

English 9
Subject area: English (B) / English
Grade levels: 9th
Core and/or College Preparatory
Course overview:
English 9 is a California Common Core State Standards-based course. It is designed to aid students in developing academic literacy, literary analysis, vocabulary development, critical thinking skills, and the joy of reading. Students will read from a wide variety of literature including short story, non-fiction, drama, poetry, and novels, and will analyze writing techniques by various authors. Students will complete writing assignments in narrative, expository, persuasive, and descriptive styles. Students will refine their writing skills by reviewing the basic mechanics of language and vocabulary development. This course gives students the opportunity to develop the language skills that will prepare them for real-world situations and promote college and career readiness.

English 9 Honors
Subject area: English (B) / English
Prerequisites: Teacher Recommendation and/or assessment
Grade levels: 9th
Core and/or College Preparatory
Course overview:
English 9 Honors is a California Common Core State Standards-based course. It is designed to aid students through the process of developing academic literacy, literary analysis, vocabulary development, critical thinking skills, and the joy of reading. Students will read from a wide variety of literature including short stories, non-fiction, drama, poetry, and novels, and will analyze writing techniques by various authors. Students will complete writing assignments in narrative, expository, persuasive, and descriptive styles. Students will refine their writing skills by reviewing the basic mechanics of language and vocabulary development. This course provides students with the opportunity to develop the language skills that will prepare them for real-world situations and promote college and career readiness.

English 10
Subject area: English (B) / English
Prerequisites: English 9 (Required)
Grade levels: 10th
Core and/or College Preparatory
Course overview:

English 10 is a California Common Core State Standards-based course. It is designed to aid students through the process of developing academic literacy, literary analysis, vocabulary development, critical thinking skills, and the joy of reading. Students will read from a wide variety of literature including short stories, non-fiction, drama, poetry, and novels, and will analyze writing techniques by various authors. Students will complete writing assignments in narrative, expository, persuasive, and descriptive styles. Students will refine their writing skills by reviewing the basic mechanics of language and vocabulary development. This course provides students with the opportunity to develop the language skills that will prepare them for real-world situations and promote college and career readiness.

English 10 Honors

Subject area: English (B) / English
Prerequisites: A in English 9 A/B; Teacher Recommendation (Required)
Grade levels: 10th
Core and/or College Preparatory
Course overview:
English 10 Honors is a California Common Core State Standards-based course. It is designed to aid students in developing academic literacy, literary analysis, vocabulary development, critical thinking skills, and the joy of reading. Students will read from a wide variety of literature including short stories, non-fiction, drama, poetry, and novels, and will analyze writing techniques by various authors. Students will complete writing assignments in narrative, expository, persuasive, and descriptive styles. Students will refine their writing skills by reviewing the basic mechanics of language and vocabulary development. This course provides students with the opportunity to develop the language skills that will prepare them for real-world situations and promote college and career readiness.

English 11

Subject area: English (B) / English
Prerequisites: English 9, English 10 (Required)
Grade levels: 11th
Core and/or College Preparatory
Course overview:
Students will read a variety of selected American historical periods and literary genres. Students continue to develop their reading skills, analysis and evaluative skills through reading various styles of texts from fiction to informational texts. Students develop their writing through various writing topics including argumentative, evaluative, analysis, and creative. Connections are made throughout the curriculum, the historical context of the literature covered and the greater implications and significance.

English 11 Honors

Subject area: English (B) / English
Prerequisites: Received A or B in English 10 H or Teacher Rec. (Required)
Grade levels: 11th
Core and/or College Preparatory

Course overview:
Students will read a variety of selected American historical periods and literary genres. Students continue to develop their reading skills, analysis and evaluative skills through reading various styles of texts from fiction to informational texts. Students develop their writing through various writing topics including argumentative, evaluative, analysis, and creative. Connections are made throughout the curriculum, the historical context of the literature covered and the greater implications and significance.

English 12
Subject area: English (B) / English
Prerequisites: English 11 (Required)
Grade levels: 12th
Core and/or College Preparatory
Course overview:
In this course, students will develop a confident sense of perspective regarding their own critical thought and understanding of literature. Students will develop proficiency in written and oral communication within a vast range of styles and mediums. Students will develop collaborative skills enroute to completing challenging group projects. Students will realize a genuine delight and inquisitive approach to literature. Students will develop as earnest, motivated, and self-directed learners. Students will develop a confident sense of perspective regarding their own critical thoughts and understanding of literature. Students will develop proficiency in written and oral communication within a vast range of styles and mediums. Students will develop collaborative skills enroute to completing challenging group projects. Students will realize a genuine delight and inquisitive approach to literature. Students will develop as earnest, motivated, and self-directed learners.

English 12 Honors
Subject area: English (B) / English
Prerequisites: A or B in English 11 H or Teacher Recommendation (Required)
Grade levels: 12th
Core and/or College Preparatory
Course overview:
English 12 H at DCP2 is a rigorous, comprehensive examination of classic and modern literature chosen from the suggested list for the Advanced Placement program. The curriculum focuses on developing in-depth critical thought and writing, as well as complex analysis of the author's intent and technique. Frequent assessment, oral and written, individual and group, will explore persuasive, expository, narrative, informational, and technological approaches. This course is designed for college preparatory students seeking to greatly enhance their literature and composition foundations in preparation for mastery of the California standards for 12th grade English.

MATHEMATICS

Algebra 1

Subject area: Mathematics (C) / Algebra I
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
The purpose of this course is to introduce students to the central concepts of algebra while providing a solid foundation for math and science courses during the remainder of students' time in high school.

Algebra 1 Honors
Subject area: Mathematics (C) / Algebra I
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
Algebra 1 Honors is an advanced level mathematics course that focuses on the foundational concepts of algebra while challenging students with more rigorous and in-depth content compared to a standard Algebra 1 class. This course is typically designed for students who have demonstrated strong mathematical skills and are prepared for accelerated learning. Algebra 1 Honors aims to challenge students by providing a rigorous introduction to algebra, laying the groundwork for success in future math courses, and developing strong problem-solving abilities.

Geometry
Subject area: Mathematics (C) / Geometry
Prerequisites: Algebra 1 (Required)
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
Geometry is based on Euclidean Geometry, this course is to develop geometric concepts, skills, and the ability to construct formal logical proofs in a geometric setting. Throughout the course, Students demonstrate their reasoning by completing proofs in a variety of formats and explore more complex geometric situations. The standards of mathematical practice are embedded throughout the course as students apply geometric concepts in modeling situations, make sense of problem situations, and to real world situations.

Geometry Honors
Subject area: Mathematics (C) / Geometry
Prerequisites: Algebra 1 (Required)
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
Geometry Honors is an advanced mathematics course that focuses on the study of shapes, sizes, properties of figures, and the relationships between them. It takes a deeper, more rigorous approach to geometric concepts compared to standard Geometry,

challenging students to explore both theoretical and applied aspects of geometry. It emphasizes logical reasoning, formal proof-writing, and problem-solving skills. The course is designed for students who have a strong mathematical foundation and are ready to engage with more challenging and abstract concepts. This course is designed for students who have a strong foundation in algebra and are prepared for accelerated learning. By the end of the course, students will have a deeper understanding of geometric principles and be well-prepared for more advanced mathematics courses.

Algebra 2

Subject area: Mathematics (C) / Algebra II
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
This is a second course in Algebra based on the standards set by the State of California. Students taking this course will gain mathematical competency in the various algebraic topics: complex number system and arithmetic, polynomial and rational expressions, solutions of algebraic problems including systems of linear and quadratic equations, exponential and logarithmic functions, the binomial theorem, sequences and series of numbers, basic functional concepts such as composition and inverse functions.

Algebra 2 Honors

Subject area: Mathematics (C) / Algebra II
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
Algebra 2 Honors is an advanced-level mathematics course that builds on the concepts learned in Algebra 1, while diving deeper into more complex topics. This course is designed for students who have a solid understanding of algebra and are ready for more challenging material. The course emphasizes higher-order thinking, critical problem-solving, and mathematical communication, while laying the foundation for future studies in Calculus and other higher-level math courses. It focuses on advanced algebraic techniques and prepares students for future mathematical courses like Pre-Calculus and Calculus.

Trigonometry/Pre-Calculus

Subject area: Mathematics (C) / Other Advanced Mathematics
Prerequisites: Algebra 2 (Required)
Grade levels: 11th, 12th
Core and/or College Preparatory
Course overview:
This mathematics course is designed to prepare students for college mathematics. Concepts and techniques from Algebra 2 and Trig are reviewed and reinforced. Students

spend extensive time studying the basics of transcendental functions: exponential, logarithmic and trigonometric functions.

***Calculus* Honors**
Subject area: Mathematics (C) / Calculus
Prerequisites: Algebra 1 (Required), Geometry (Required), Algebra 2 (Required), Trigonometry (Required)
Grade levels: 12th
Core and/or College Preparatory
Course overview:
The goal of this course is to prepare students for the rigors of upper-level college math. This will be achieved with higher note taking, coursework and group participation expectations. The students will learn to think critically about the world round them through the lens of calculus. They will understand how the change in motion can be measured through the use of limits. They will build on their understanding of limits to develop each derivative of the algebraic functions. They will study the applications on the derivative in various real-world contexts. They will then use limits, along with their prerequisite understanding of series, to comprehend the remaining sum and its connection to the definite integral. They will learn to derive all of the antiderivative formulas based upon their derivatives and u-substitution. The students will then study various applications of antiderivatives.

SCIENCE

Biology
Subject area: Science (D) / Biology / Life Sciences
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
DCP2's Biology course is focused on students gaining an understanding of living things, their function, structure and behavior. Students will study the different aspects of biology through readings, lectures, experiments and group projects. Students will be using the knowledge learned in the classroom and apply it to laboratory experiments. Lab activities will promote critical thinking and encourage the students to investigate different avenues of exploration.

Biology Honors
Subject area: Science (D) / Biology / Life Sciences
Grade levels: 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
Honors Biology is a one-year high school course, which is a pre-requisite A-G requirements set forth by the University of California System. Biology is a "hands-on" course using techniques to introduce the student to the structure of matter, its changes and the energy involved in supporting life, different forms of life, and the interconnections of the

abiotic/biotic factors. A comprehensive approach to learning will be emphasized. For many students, Biology is the first course requiring enhanced learning and skill usage. Students must study at home to internalize the concepts and gain problem-solving skills. Biology is a required, inquiry-based course focused on providing all high school students with foundational life science content about the patterns, processes, and interactions among living organisms. The emphasis is on the increased sophistication and rigor of a limited number of core ideas rather than on memorizing a breadth of factual content. Students use prior and new knowledge to build conceptual understandings based on evidence from their own and others' investigations. They use their own learning and experiences to support claims and engage in arguments from evidence. The standards provide a depth of conceptual understanding to adequately prepare them for college, career, and citizenship with an appropriate level of scientific literacy. Resources specific to the local area as well as external resources, including evidenced-based literature found within scientific journals, should be used to extend and increase the complexity of the core ideas.

AP Biology
Subject area: Science (D) / Biology
Prerequisites: None
Grade levels: 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

Chemistry
Subject area: Science (D) / Chemistry
Prerequisites: Algebra-1 (Required)
Grade levels: 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
This course is a one-year college preparatory course, which covers basic chemical principles such as matter, atomic structure, the periodic table, compounds, chemical equations, stoichiometry, gas laws, solutions, acids and bases, reaction rates, and electro chemistry. Students will enhance their learning and also be evaluated by various lab assignments throughout the course. These assignments will promote critical thinking and problem solving and give students hands-on engagement with chemistry materials and concepts.

Chemistry Honors
Subject area: Science (D) / Chemistry
Prerequisites: Biology (Required), Integrated Math 1 or Algebra 1 (Required)
Grade levels: 10th, 11th, 12th
Core and/or College Preparatory

Course overview:
Honors Chemistry is an accelerated advanced chemistry class designed to teach the basics of general chemistry while teaching advanced topics to prepare students for AP Chemistry. Each Unit covered will include related lab inquiries designed to test the students' knowledge through application. Students will develop proper lab technique practices in forming and testing hypotheses, collecting data and writing formal reports. At the end of each unit, a summative test will be given. At the end of each semester a comprehensive final will also be given. This course is designed to be more advanced than regular chemistry and a great foundation for AP Chemistry.

AP Environmental Science
Subject area: Science (D) / Interdisciplinary Sciences
Prerequisites:
Grade levels: 11th, 12th
Core and/or College Preparatory
Course overview:
Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

Anatomy and Physiology
Subject area: Science (D) / Anatomy and Physiology
Prerequisites: Biology (Required), Chemistry (Recommended)
Grade levels: 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
This is a year-long introductory course in human anatomy and physiology, including the study of structure and function of cells, tissues, and the integumentary, skeletal, muscular, nervous systems, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Introduces common human disease processes. Laboratory components include anatomical studies using microscopy and dissection and the study of physiological concepts via experimentation. Students will understand the body as structures and as a whole working system. Emphasis on the homeostatic mechanisms will be made throughout the course. Students will be able to critically exam why systems work together and be able to explain the effect on that process due to disease. Students participate in laboratory exercises and use technical language in preparing laboratory reports. Students demonstrate an understanding of the structures of the body as a whole functioning of its chemical and physical systems.

Laboratory Units
The following are various activities and laboratories that can be utilized to meet the unit objectives. The course allows for the activities to be used in various combinations or forms to adapt to the learning needs of each class. Anatomy and Physiology is grounded in

laboratory work. Each unit includes work on the microscope, dissections, and physiological labs and activities. The following are examples used in this course by unit.

Physics
Subject area: Science (D) / Physics
Prerequisites: Algebra I (Recommended)
Grade levels: 11th, 12th
Core and/or College Preparatory
Course overview:
Physics is a laboratory course that provides a systematic understanding of the fundamental principles of physical phenomena that govern chemical, biological, terrestrial, and astronomical processes. The course provides a foundation for the intensive studies of most of the other sciences and for an understanding of many technological applications of science. Major areas of content include mechanics, work and energy, wave motion, light, electromagnetism, modern atomic, and nuclear physics. Science attitudes, thinking processes and skills, and applications of science and technology to social problems and personal decision making are emphasized.

Physics provides students with an opportunity to explore natural phenomenon through the application of scientific principles, mathematical models, and scientific inquiry. By utilizing demonstration, laboratory, and other learning activities and experiences, students will understand major physics concepts. Students will master concepts dealing with motion, forces, conservation of energy, momentum, thermodynamics, waves, electricity, and magnetism. Students will also be required to think critically and apply these concepts to real life situations.
FOREIGN LANGUAGE

Spanish 1
Subject area: Language Other than English (E) / LOTE Level 1 Spanish
Grade levels: 9th, 10th, 11th
Core and/or College Preparatory
Course overview:
This is an introductory course to the Spanish language. Students with minimal or no prior knowledge of the language may enroll. The course is designed to facilitate the following major communication skills: listening, reading, speaking and writing. Emphasis is placed on developing the ability to use the correct pronunciation and speech register patterns that are acceptable within international standards. Further emphasis is placed on the correct intonation and on vocabulary enrichment. Students will be introduced to various aspects of culture from throughout the Spanish-speaking world. Additionally, students will learn how to communicate basic conversations and instructions in Spanish.

Spanish 2
Subject area: Language Other than English (E) / LOTE Level 2 Spanish
Prerequisites: Spanish 1 (Required)

Grade levels: 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
Spanish 2 is a language course designed for students who have successfully completed Spanish I. Spanish 2 is an in-depth course that reviews and studies many of the same topics presented in Spanish I, but to a greater extent. Students begin a more intensive study of the grammar and culture of Spanish-speaking people. Proficiency in listening, speaking, reading, and writing is the objective for all students. Students will continue to study Hispanic culture and traditions and will make presentations about the culture.

Spanish for Native Speakers 1
Subject area: Language Other than English (E) / LOTE Level 1 Spanish
Prerequisites: Student is a native Spanish speaker or has taken and passed Spanish 2. (Required)
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
The Spanish for Native Speakers course is designed for students who speak the language at home. It encompasses oral skills, reading comprehension, grammar, and composition. The emphasis of the course is the use of Spanish for active communication. The Spanish for Native Speakers course seeks to develop language skills that are useful for the students and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. A great focus is going to be given to the organization and writing of short compositions, this is going to be and integral part of the Spanish Native Speakers course.

Spanish for Native Speakers 2
Subject area: Language Other than English (E) / LOTE Level 2 Spanish
Prerequisites: Spanish 1 for Native Speakers or Spanish 1 with teachers' recommendation (Required)
Grade levels: 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
The Spanish 2 for Native Speakers course is designed for students who speak the language at home. As a continuation of Spanish 1 for Native Speakers, its goal is to augment the student's communication proficiency skills, and to enrich their cultural appreciation of the Spanish-speaking world. It encompasses oral skills, reading comprehension, grammar, and composition. The emphasis of the course is the use of Spanish for active communication. The Spanish 2 for Native Speakers course seeks to develop the language skills that are used for the students and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. An emphasis is placed on organization and writing of compositions which is an integral part of Spanish 2 for Native Speakers.

Spanish 1/2

Subject area: Language Other than English (E) / LOTE Level 2 Spanish

Grade levels: 9th, 10th, 11th, 12th

Core and/or College Preparatory

Course overview:

This course is function-based and an introductory course open to students who wish to begin the study of the Spanish language and cultures. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology may be used to facilitate instruction and language practice.

The course includes practice, games, and visuals with the learners in mind. Students will be introduced to the culture and language of the Spanish speaking world. Spanish 2 begins with a thorough review of the core levels taught in level 1. Seamless articulation continues as taught in level 1 and is spiraled into level 3. On all levels themes, vocabulary, and grammar will be addressed.

AP Spanish Language and Culture

Subject area: Language Other than English (E) / LOTE Level 4+ Spanish

Grade levels: 11th, 12th

Core and/or College Preparatory

Course overview:

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions).

AP Spanish Literature and Culture

Subject Area: AP Spanish Literature and Culture – Non-Core Course

Grade levels: 12th

Core and/or College Preparatory

Course overview:

This course presents a thematic approach to the study of Spanish literature and culture. The readings from medieval to modern times allow students to examine the universality of literature and make comparisons and connections through historical and contemporary cultural contexts. Students will explore the interdisciplinary connections between literary works and other artistic forms of expression such as music, painting, architecture and film. This course prepares students to read and critically analyze representative works of Spanish literature in all genres. Students will focus on the terminology of textual analysis,

learn to identify the different elements of style, and interpret texts in correct oral and written Spanish. All the works from the required reading list for the AP Spanish Literature and Culture exam are read in full text form. All instruction, discussion, and writing will be in Spanish to support the development of students' language proficiency necessary for success in the AP Spanish Literature and Culture course and exam.

Spanish 3

Subject Area: College-Preparatory Elective (G) / Spanish 3
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:

This course is designed for students who would like to continue improving their Spanish. This course is an in-depth study of the Spanish language and culture and will prepare students to be successful in AP Spanish Language and Culture. This course will continue to improve reading, writing and speaking as they become more interrelated throughout the course. The study of advanced vocabulary is emphasized. Students will be introduced to literature. This course helps develop useful language skills that can be applied to various activities and disciplines. The course focuses on active communication in Spanish.

VISUAL & PERFORMING ARTS

Art 1

Subject area: Visual & Performing Arts (F) / Visual Arts
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:

The Art 1 Program will provide students with an entry level art education. It is designed to encourage students to experiment with a variety of media. The elements of art (line, shape, space, color, value, texture, and form) and principles of design, (rhythm, emphasis, balance, movement, pattern, repetition, proportion, variety and unity) are studied throughout the year in a variety two-dimensional and three-dimensional assignments. As Art is a form of visual communication, students will continually reflect their thoughts (both written and verbal) through their own work and also by analyzing the work of other artists. In addition to class assignments, students will keep a journal where they can experiment with drawing skills in journal assignments, signature books, and class projects.

Art 2

Subject area: Visual & Performing Arts (F) / Visual Arts
Grade levels: 10th, 11th, 12th
Core and/or College Preparatory
Course overview:

The Art 2 Program is designed to build on the skill sets that were developed in Art 1. In this course students are expected to develop a personal voice and a comfort level with art materials. Students will be asked to continually reflect their thoughts (both written and verbal) about their own work and about the work of other artists. In addition to class assignments, students will keep a sketchbook where they can experiment with media and develop their drawing skills. Students will learn how to develop guiding questions that drive self-directed work. They will be expected to generate ideas and then select the strategy that represents the best way to develop ideas in a variety of two-dimensional and three-dimensional assignments.

Ceramics

Subject area: Visual & Performing Arts (F) / Visual Arts
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
Ceramics is a yearlong studio art course which is designed to develop the artistic skills of the student-artist. Instruction will focus on the 3-dimensional application of the elements of art and the principles of design. Construction techniques will be emphasized through the use of diverse techniques in hand-building such as slab, mold, coil and throwing on the potter's wheel. Students will learn to finish their work with colored slips, glazes, and relief techniques. Students will also be expected to have a comprehensive understanding of the history of this sculptural medium as it pertains to their own sense of creative expression as well as art historical and cultural references. Students will maintain a sketchbook throughout the year for idea generation, note-taking and feedback.

Digital Media Arts

Subject area: Visual & Performing Arts (F) / Visual Arts
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
Digital Media Arts is a yearlong introductory course offered to students interested in using digital media as a tool to create art. This course emphasizes process and problem solving, in conjunction with visual design issues. It is designed for both the artist and designer interested in acquiring skills using digital media to explore both print and motion graphics. All projects will be created using the Adobe creative suite and iMac creative software. Students will explore the role and function of imagery, language, and presentation formats as they develop their work. This course is a broad-based introduction to students interested in exploring graphic design, packaging, game design, marketing, advertising, photography and video production. Information covered will include art elements, principles of design, professional practices, vocabulary, design trends and emerging technologies. Students will be asked to consider every aspect of the design and presentation process as they develop and produce their projects. Throughout the course, students will explore ethics and copyright issues as they relate to the projects produced in class.

Drama

Subject Area: Visual & Performing Arts (F) / Drama
Grade levels: 10th, 11th, 12th
Core and/or College Preparatory
Course overview:

Students learn theater appreciation and acting in this introductory course. They examine the structure of drama, evaluate various works and playwrights, and explore technical design. Students memorize and perform monologues and scenes, as well as participate in improvisation and pantomime. Students also take part in the development, design, and production of an evening of theater.

COLLEGE PREP ELECTIVES

20th Century American Popular Culture

Subject area: College-Preparatory Elective (G) / History / Social Science
Grade levels: 10th, 11th, 12th
Core and/or College Preparatory
Course overview:

Popular culture--or pop culture-- is the term used to describe cultural behaviors and patterns that are favorites of large numbers of people. This course will explore what American pop culture from the 1950s-2000s reveals about society and how pop culture is shaped by history. Students will consider the interplay between history and topics such as music, television, movies, fashion, sports, print media, celebrities, fads, and technology. When you decide what you will bookmark on your phone or computer, what sports teams you will support, what clothes you will wear or how you will talk to your friends, you are participating in--and shaping--pop culture. We will begin the year by defining popular culture, and then exploring how that culture is shaped by history, and vice versa. Class activities will include discussions, lectures, films, student presentations, and creative projects. Assessment tools will include regular journal assignments, quizzes, projects, student presentations, and participation in class activities. While the course will be solidly tied to United States history, this course is a supplement to the 11th grade United States history course which meets the United States history requirement.

College Prep Math

Subject Area: College-Preparatory Elective (G) / Mathematics
Grade levels: 12th
Core and/or College Preparatory
Course overview:

This class is an extensive review of Algebra and Geometry. After taking this class, students will be ready to take college placement exams and score at college level mathematics or

higher. This class addresses the fundamentals of algebra, equations, inequalities, graphs, and functions.

Economics
Subject area: College-Preparatory Elective (G) / History / Social Science
Grade levels: 12th
Core and/or College Preparatory
Course overview:
Students learn the history, concepts, and ideas of American economics. Students cover personal finance and business, the current American economy, supply and demand, national and international markets, and the economic impact of globalization. Students become informed participants in the American economy and understand how their personal economic choices affect and are affected by the American and global economies.

Economics Honors
Subject area: College-Preparatory Elective (G) / History / Social Science
Prerequisites: Teacher or Counselor recommendation (Recommended)
Co-requisites: AP Government and Politics United States or Government and Politics United States Honors (Required)
Grade levels: 12th
Core and/or College Preparatory
Course overview:
Economics Honors is a one-semester course designed to help students become responsible citizens and effective decision makers as they are exposed to economic issues at the personal, local, national and international levels. The course will focus on economic principles and concepts with emphasis on practical application as it relates to the consumer. The course is divided into four basic economic units: 1) Fundamental economic concepts and comparative economic systems; 2) The principles of microeconomics; 3) The principles of macroeconomics; 4) International economic concepts.

Ethnic Studies
Subject area: College-Preparatory Elective (G) / History / Social Science
Grade levels: 9th, 10th
Core and/or College Preparatory
Course overview:
This course focuses on the development, transformation, and maintenance of ethnic/racial identity. Students will learn a variety of methodologies in order to understand the social construction of identity as it is created, contested, and altered by historical and economic processes.

An interdisciplinary course that uses a comparative and historical perspective to examine the languages, family structures, spiritual traditions, economic and social issues, political

aspirations, and values of diverse groups within the United States. Emphasis will be on African Americans and Chicanos/Latinos, but other groups are also discussed.
This course includes a study of the history's, culture, and communities of racial minorities in the United States. Study focuses on Mexican Americans and African Americans within the context of American society in general. In order to understand deeply the origin, nature, and meaning of America's racial diversity, the class will focus on our history, culture, economy, and institutions. Historical tests, Mexican American literature, and African American literature will be utilized to complete the course.

The course purpose is for students to grasp the idea of race as a social construct while looking at racial issues that have surfaced in the United States. Students will learn about the Mexican American and African American experience as we explore the issue of race as a social construct. Students will be apt to understand the racial diversity in the United States.

Gender Studies in Literature and Film
Subject area: College-Preparatory Elective (G) / English
Grade levels: 9th, 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
Students will have the chance to practice analytical reading, writing and thinking skills through studying literature and film. Students will study literature and film from a broad variety of perspectives with an emphasis on how social norms shape how we think and behave. Students will extensively practice metacognition with the goal of broadening their thinking skills and giving them the opportunity to express their ideas in a safe environment. Films and literature will focus on contemporary works particularly in the young adult sector. Course study material is interpretive, analytical, comparative and critical from a cultural, social and historical point of view. A brief historical analysis of the topic will be included at the beginning of the course. This course is an intensive writing and speaking course with multiple forms of media aimed at enriching students' current studies. The course will employ the use of technology, research, and project-based learning activities as a means to positively impact the school community and enrich the students' critical thinking abilities.

Geography
Subject Area: College-Preparatory Elective (G) / Geography
Grade levels: 9th, 10th
Core and/or College Preparatory
Course overview:
This course introduces students to physical and cultural Geography worldwide. Students become familiar with world nations and cultures and receive necessary background knowledge to prepare them for 10th Grade World History.

Math for Personal Finance

Subject area: College-Preparatory Elective (G) / Mathematics
Grade levels: 11th, 12th
Core and/or College Preparatory
Course overview:
The overall goal of this course is for students to use their math skills to manage their finances and make sound financial decisions to be prepared for adulthood. Students will understand the importance of saving and budgeting, investments (including the stock market), credit and debt, financial planning and insurance and income, taxes and giving. We will explore interesting and relevant real-world case studies as well as practical and ready-to-use solutions for daily life.

Social Psychology
Subject area: College-Preparatory Elective (G) / History/ Social Science
Grade levels: 10th, 11th, 12th
Core and/or College Preparatory
Course overview:
Sociology is a college preparatory course which introduces students to the scientific study of human social behavior. Sociology is used to determine laws governing human behavior in social contexts. As the study of humans in their collective aspect, sociology is concerned with all group activities: economic, social, political, and religious. Throughout the course, students will be trained to apply their knowledge to understand the nature of human behavior of different groups and their impact on society and the nature of change and its effect on people and society. Throughout the course, students will be trained to apply their knowledge to understand the nature of human behavior of different groups and their impact on society and the nature of change and its effect on people and society. Students will also develop essential critical thinking skills and the scientific method to design, conduct, and discuss the results of their own research projects with a sociological lens.

OTHER ELECTIVES

Skills Enhancement
Subject area: Credit / Non-Credit and Support / Development Courses / Elective
Grade levels: 9th, 10th, 11th, 12th
Non-Core and/or Non- College Preparatory
Course overview:
Skills enhancement is a course designed to help students develop skills to strengthen and improve positive academic performance and achievement. Based on California State Standards, content area coursework will be delivered in reading, writing, and mathematics. students will learn strategies focusing on study skill, organizational skills, and support for test-taking. Social skills and self-advocacy are part of the instructional program. Students' progress is monitored and reviewed throughout the year according to their IEPs (Individual Educational Program) to reach grade-level goals.

English Language Development/English as a Second Language

Subject area: Credit / Non-Credit and Support / Development Courses / Elective

Grade levels: 9th, 10th, 11th, 12th

Core and/or College Preparatory

Course overview:

This course, taught by an appropriately credentialed teacher, is designed to supplement and support high school language arts. It will enable students to read and write academic prose effectively and strategically and to increase their mastery of academic language. Pivotal to the curriculum is the deepening of students' critical reading, writing, and thinking skills about both expository and literary prose. Students will read novels in Literature Circles weekly. Students will also use the writing process to communicate effectively and efficiently. Assessment is both oral and written.

Advanced ELD

Subject area: English (B) / English as a Second Language (ESL) / English Language Development (ELD)

Grade levels: 9th, 10th, 11th, 12th

Core and/or College Preparatory

Course overview:

This course is designed to help English Language Learner students develop high levels of academic achievement and proficiency across the core content areas in reading, writing, listening and speaking. The course itself is a combination of English Development embedded in a curriculum meant to mirror that of the English courses at the student's school. ELLs are expected to develop their target language while they interact with a variety of text types from which they must form meaning after analysis and interpretation.
This curriculum is meant to be adaptable to the various linguistic needs and levels of the students in the course. This course should reactivate prior linguistic knowledge while promoting new skill acquisition. As the language skills of the students increase, the teacher is expected to reflect this shift in their teaching and assessment style. Materials are left purposefully flexible as well, in order to be appropriately selected to be within the zone of proximal development of the students. It is expected that the teacher will be continuously monitoring the growth and progress of the students' language and making text selections accordingly.

Spanish Film and Literature

Subject area: Language Other than English (E)/ LOTE Level 4+ Spanish

Grade Levels: 11th, 12th

Core and/or College Preparatory

Course overview:

In this advanced Spanish course, students will enhance their language, literary, and critical thinking skills through the exploration of Spanish and Latin American films. Each unit will center around themes established by the College Board for AP Spanish Language and Culture, focusing on concepts that allow students to engage with real-world issues and relate them to their personal experiences while watching and analyzing films and literature. Students will read film analyses and literature inspired by the films, study historical contexts, and develop and present their opinions and research through written and oral presentations. Collaborative projects utilizing technology will encourage creativity, and students will also explore connections with other cultures related to the themes discussed in class. Additionally, There will be opportunities to write essays, review grammar and vocabulary. The entire course will be conducted in Spanish.

Yearbook

Subject Area: Visual & Performing Arts (F) / Yearbook
Grade levels: 10th, 11th, 12th

Non-Core and/or Non-College Preparatory
Course overview:

Students are introduced to all the elements of publishing and selling a yearbook in this course. Students spend time learning the elements and principles of design to produce a thoughtfully designed yearbook. They also are required to sell ad space and yearbooks after they design and layout the book itself. While producing the school's yearbook, they explore topics such as copywriting, photography, editing, marketing and accounting along the way.

PHYSICAL EDUCATION COURSES

Physical Education I

Subject Area: Physical Education and Health – Core Course
Grade levels: 9th, 10th, 11th, 12th

Non-Core and/or Non-College Preparatory
Course overview:

Physical Education is an integral part of the total education of every student. The course objectives are designed to help students improve their quality of life through regular physical activity, increase their physical competence, health-related fitness, self-responsibility, and overall enjoyment of physical activity. This will be accomplished by using a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and sports, and demonstrating personal responsibility in all areas of the curriculum.

Physical Education II
Subject Area: Physical Education and Health – Core Course
Grade levels: 9th, 10th, 11th, 12th
Non-Core and/or Non-College Preparatory
Course overview:
Physical Education is an integral part of the total education of every student. The course objectives are designed to help students improve their quality of life through regular physical activity, increase their physical competence, health-related fitness, self-responsibility, and overall enjoyment of physical activity. This will be accomplished by using a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and sports, and demonstrating personal responsibility in all areas of the curriculum.

Physical Education I/2
Subject Area: Physical Education and Health – Core Course
Grade levels: 9th, 10th, 11th, 12th
Non-Core and/or Non-College Preparatory
Course overview:
Physical Education is an integral part of the total education of every student. The course objectives are designed to help students improve their quality of life through regular physical activity, increase their physical competence, health-related fitness, self-responsibility, and overall enjoyment of physical activity. This will be accomplished by using a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and sports, and demonstrating personal responsibility in all areas of the curriculum.

Intervention Programs

The following are intervention and support programs built into DCP2's instructional model:

Tier I Interventions
Tier I interventions are implemented by the class teachers in the classrooms. These may include flexible groupings, learning stations, study guides, graphic organizers, instructional aides, and cooperative learning.

9th graders who come to DCP2 significantly below grade level in reading will be assigned to an English 9 block period designed to accelerate their reading levels by several years. They will also be assigned to an additional period of Math and English to close the achievement gap and prepare the students for success in their college preparatory curriculum.

Tier II Interventions

If Tier I interventions are not successful, teachers convene as the Response to Intervention Team (RtI) to develop an intervention plan. Tier II interventions may include small group instruction and/or counseling, interventions targeted at specific strengths and needs, and after school tutoring.
Students who do not progress while on Tier II interventions are then referred to the Student Support and Progress Team (SSPT).

Tier III Interventions
Students who are referred to the SSPT receive an individualized plan created with input from the student's teachers, advisor, counselor/administrator, parent(s) and the student. This plan includes frequent progress monitoring to assess the effectiveness of the intensive interventions. These interventions may include specialized texts, software, or curriculum, one-on-one instruction, small group instruction with staff members who have expertise in their area of need, and individual counseling.

As the parent is an integral partner in their student's success, their involvement in the SSPT process may result in a request for assessment for special education services.

Independent Study

Independent Study is not offered at DCP2.

Instructional Methods and Strategies

Teachers at Discovery Charter Preparatory #2 have implemented the Common Core State Standards, the NGSS, and ELD Standards across the curriculum as the basic framework for instruction. With the guidance of administrators and coaches, teachers develop and implement instructional pacing plans. Current standards and objectives are clearly posted in every classroom and academic expectations are clearly communicated with students for every lesson.

Through on-going professional development, cross-curricular collaboration, and evaluations from staff and students alike, different instructional methods and strategies are assessed, evaluated, and implemented at Discovery Charter Preparatory #2. Teachers at DCP2 believe in Student-Centered Learning, and the following strategies are integral to the success of our students in the classroom and beyond:

- **Hands-on activities** where students access the curriculum by interacting with materials
- **Collaborative Learning** where students work together, learn from one another, and help their peers

- **Inquiry-Based Learning** where students use their critical thinking skills to generate questions, find credible information, and form thoughtful opinions
- **Scaffolding** where teachers provide support to help students reach higher levels of understanding, and constantly assess to see if more support is needed or if support can be taken away as the student becomes more engaged and confident
- **Socratic questioning** where students engage in dialogue, challenge their own assumptions and those of others, and deepen understanding through collaborative learning and discourse
- **Self-Reflection** where students think about their own thinking process and strive toward improvement

Teachers are expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Teacher professional development is focused heavily on observations and using data to inform instruction, aligning curriculum with Common Core standards, and assessing student mastery of standards on an ongoing basis. We believe the combination of a college-preparatory, standards-based curriculum and teacher professional development based on these methods ensure that all students meet or exceed Common Core standards and CA State standards.

Use of Technology

Technology literacy and fluency are essential to student success in the classroom and beyond. A student at DCP2 who has achieved technology literacy is able to responsibly, creatively, and efficiently use appropriate technologies to communicate; access, gather, manage, integrate, and assess information; overcome challenges and develop answers; share insight and foster knowledge; and strengthen learning across all subjects and experiences.

A student at DCP2 who demonstrates fluency in technology can apply technology in real-world contexts, adapt to evolving technologies, modify existing tools, create new ones, and tailor technology to fit their individual needs, interests, and learning styles.

Teachers at DCP2 provide students with opportunities to gain and practice the skills necessary to achieve technology literacy and fluency. Every student has a Chromebook, and they use technology regularly across every classroom to research topics, develop projects and presentations, access materials and assignments, and communicate with classmates and faculty. Additionally, the 1:1 Chromebook model allows for all students to be regularly assessed using a state-verified platform, as well as state-mandated

assessments such as ELPAC, SBAC, and CAST. The school maintains an adequate technological infrastructure which allows all students to be online without interruption.

Graduation Requirements

The minimum number of credits required to graduate is 170. In keeping with the Charter School's mission as a college preparatory school, the graduation requirements are the same as the UC/CSU A-G requirements. The minimum grade needed for A-G credit and graduation is C. All students who graduate from DCP2 will have met the A-G requirements. The course schedule included above in Course Offerings demonstrates how students will meet these requirements within four years.

Credit Recovery

DCP2 provides credit recovery through the online platform "Edgenuity," along with summer, winter, and spring break sessions through Assurance Learning Academy, giving students multiple pathways to regain credits they may have missed. Programs can be self-paced to accommodate students' individual learning needs.

Through regular progress monitoring and academic counseling, students who are deficient in credits are identified and directed to credit recovery before falling too far behind. For each student needing credit recovery, a personalized learning plan is created outlining specific requirements and supports necessary to earn missed credits, including tutoring, study sessions, or mentoring in addition to credit recovery classes.

For transfer students, a thorough evaluation of the student's academic record is conducted upon enrollment to determine how previously earned credits align with the Charter School's graduation requirements. This ensures students are properly placed in the correct courses. The student's graduation plan is aligned with the Charter School's graduation requirements and state standards. A timeline is provided, and a list of any additional coursework required for on-time graduation is addressed and provided with an agreed-upon plan of action. College and career counseling is offered to ensure transfer students are informed of A-G requirements, ensuring that they are meeting both high school graduation and college entrance requirements. For students who are behind or who need specific courses to meet graduation requirements, options such as concurrent enrollment in community college courses, online courses, or summer school programs are available.

For students who qualify for the graduation exemption under Education Code Section 51225.1 (foster youth, homeless, former juvenile court, military family, migratory, and newcomer students), DCP2 can offer the following:

- Waiver of Local Graduation Requirements: Qualifying students are eligible for a waiver of certain local graduation requirements if they transfer after the second year of high school and cannot reasonably complete all local requirements on time. The Charter School must ensure these students complete the minimum state graduation requirements and help them meet them.

- Individualized Graduation Plans: For students under the exemption, create an individualized graduation plan tailored to their unique situation. This plan will outline which requirements have been waived and what the student still needs to do to meet state graduation requirements.

- Additional Time for Completion: Under Education Code Section 51225.1, qualifying students who may need additional time to graduate beyond their senior year should be allowed to stay enrolled until they meet state graduation requirements, even if it means completing their diploma after the traditional four-year timeline.

- Specialized Support Services: Provide extra support to foster care, homeless, migratory, and other qualifying students. This may include counseling services, tutoring, or collaboration with community organizations that support vulnerable youth.

- College and Career Readiness: Ensure students who receive a graduation exemption are informed of post-secondary options, including community college, vocational programs, or workforce entry pathways, as they may not meet all A-G requirements.

- Monitor Exemption Eligibility: Track and regularly assess students who may qualify for the exemption, ensuring that all qualifying students are offered the necessary adjustments to their graduation plans.

By implementing these strategies, the Charter School can ensure that all students, including those in vulnerable populations, have access to the resources and opportunities they need to meet graduation requirements and pursue post-secondary success.

Preparation for College and Career

Discovery Charter Preparatory #2's instructional program is designed to provide a comprehensive range of options that align with the California Department of Education's College/Career Indicator, ensuring students are well-prepared for their future endeavors.

- A-G Requirements: The curriculum meets California's A-G requirements, ensuring students complete necessary coursework for college admission. Honors and specialized AP courses are available.

- Advanced Placement ("AP") Courses: The Charter School offers a variety of AP courses in core subjects, enabling students to earn college credit while still in high school.

- State Seal of Biliteracy: With the offering of AP Spanish Language, students can receive a state seal of biliteracy by demonstrating proficiency in English courses with a 3.0 or above and demonstrating proficiency in one more language through the passing of a world language AP examination with a score of 3 or higher.

- CTE Programs: In partnership with Los Angeles Mission College, the Charter School provides two specialized pathways, Police Academy Prep and Cyber Security, allowing students to gain practical skills and certifications.

- Dual Enrollment Programs: DCP2 collaborates with Los Angeles Mission College to offer dual enrollment courses, allowing students to earn college credit while completing high school.

- Intersegmental General Education Transfer Curriculum ("IGETC") Completion: Through the Charter School's partnership with Los Angeles Mission College, students can participate in completing their general education/IGETC, which are transferable to CSU/UC.

DCP2 also partners with GEAR UP, an organization that aims to improve the academic performance and retention of students and to increase the college-going rates of students from the San Fernando community. GEAR UP staff works with teachers, administrators, and parents to help build a college-going culture at DCP2 and throughout the community, offering a combination of academic support services, professional development opportunities for school staff, and family programming. GEAR UP staff follow a cohort of students past graduation. At the writing of this petition, the GEAR UP team is with a cohort who are currently in college. The next round of GEAR UP staff will circle back to begin working on site at DCP2 in two years.

By integrating these elements into the instructional program, DCP2 aims to ensure that all students are equipped with the knowledge, skills, and experiences necessary for success in college and their future careers, as measured by the College/Career Indicator.

WASC Accreditation

The Charter School is fully accredited through June 30, 2025. The next full WASC self-study will take place on May 12-13, 2025. The school counselor ensures that all core courses and electives are UC A-G approved as part of the Charter School's College and Career Readiness Program. The Charter School conducts graduation checks every semester for each student.

Informing Parents of Transferability of Courses and Eligibility of Courses to Meet College Entrance Requirements

All A-G courses are transferable to other public schools and meet the rigorous requirements for admission to both the UC and state university systems. Parents receive notification of course transferability in student recruitment and student enrollment materials, which are available in both English and Spanish. The DCP college counselor also works closely with students and families to ensure that they are well aware of requirements and where each child stands in relation to those requirements. This is done at least once a semester with students, and at least once a semester with students and parents combined if a student is not currently on track to graduate.

Upon receipt of students' transcripts from their previous school, DCP2 will carefully review each course to assess its transferability and alignment with DCP2's academic standards. At DCP2, we adhere to a strict grading policy that defines **anything below a C- as not passing**. This policy ensures that students are held to a high standard and are prepared to meet both high school graduation requirements and the college entrance requirements (A-G courses) necessary for post-secondary education.

For any courses with a grade below a C-, credit recovery will be required in order to stay on track for graduation and meet eligibility for college entrance. We will work with parents and students to identify the specific courses that need to be recovered. Our goal is to provide multiple pathways for credit recovery, so students can continue progressing toward graduation while meeting the necessary academic standards for college admissions.

Graduation Checklists and College Entrance Eligibility
As part of our ongoing commitment to keeping both students and parents informed of academic progress, we provide **Graduation Checklists** to all students and their families by the third month of each semester (November and March). These checklists detail whether a student is on track to meet graduation requirements and whether they are fulfilling the A-G requirements for college entrance. The Graduation Checklist also highlights any missing or incomplete courses that must be addressed for the student to meet graduation and college eligibility standards.

This review occurs each semester until the student's graduation or departure from DCP2, providing both the student and the family with a clear understanding of where they stand in

terms of academic progress. If it is found that a student is off track, we will notify parents immediately and work together to develop a plan for recovery.

Interventions for Credit Recovery
At DCP2, we understand that students may face challenges that impact their ability to pass courses the first time. To ensure every student has the opportunity to recover lost credits and stay on track for graduation, we offer several options for credit recovery:

1. **Summer School**: Students may register for summer school prior to the summer break. Summer school provides an opportunity to recover credits for failed courses and move forward with their academic progress.

2. **Winter/Spring Sessions for Seniors**: Seniors who need to recover credits in order to graduate on time can enroll in the winter/spring sessions. These sessions are designed specifically to support seniors in completing the courses required for graduation with a shorter timeframe.

3. **Incorporating Credit Recovery into Regular Schedule**: Students may all complete credit recovery by integrating missing courses into their regular school schedule during the academic year. This allows students to recover missed credits while continuing to make progress on their coursework.

By the time the student reaches their senior year, they will either have successfully completed all required A-G courses or will have followed the appropriate intervention strategies to recover any missing credits. Our dedicated team will work closely with each family to ensure that their student is fully prepared for graduation and eligible for college entrance.

Academic Calendar and Schedules

Discovery Charter Preparatory School
July 2025 - June 2026

July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4th- Independence Day

August (15)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

6th, 8th- Professional Development
11th- 1st Day of Instruction

September (21)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1st- Labor Day
18th- Back to School Night

October (22)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	28	30	31	

13th- Indigenous Peoples Day

November (14)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

11th- Veterans Day
24th -28th – Thanksgiving Break

December (9)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12th- Pupil Free
25th- Christmas
15th- 30th- Winter Recess

January (18)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1st-2nd- Winter Recess
5th Pupil Free
6th- 1st day of Instruction
19th- MLK

February (19)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16th- Presidents Day

March (20)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

30th- 31st- Spring Break
31st- Cesar Chavez Day

April (17)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	28	30		

1st- 6th- Spring Break
24th- Armenian Genocide Remembrance

May (19)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25th- Memorial Day

June (8)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

10th- Last Day of Instruction
11th- Pupil Free Day
12th- Graduation
19th- Juneteenth

First Day of Semester | Minimum Day | Holiday/No School | Staff Development/ Pupil Free | Early Dismissal

Fall Semester: 81 Spring Semester: 101 Total Instruction Days: 182

Sample Daily Schedules

Regular Schedule: Monday, Tuesday, Wednesday, & Thursday

Period	Start Time	End Time	Minutes
Advisory	8:30 AM	9:00 AM	35*
Period 1	9:05 AM	9:59 AM	54
Break	9:59 AM	10:09 AM	
Period 2	10:14 AM	11:08 AM	59+
Period 3	11:13 AM	12:07 PM	54
Lunch	12:07 PM	12:37 PM	
Period 4	12:42 PM	1:36 PM	59*
Period 5	1:41 PM	2:35 PM	59*
Period 6	2:40 PM	3:34 PM	54
Total Instructional Minutes			374

*Includes 5 minute passing

Minimum Day Schedule - Fridays

Period	Start Time	End Time	Minutes
Advisory	8:30 AM	9:01 AM	36*
Period 1	9:06 AM	9:47 AM	41
Break	9:47 AM	9:57 AM	
Period 2	10:02 AM	10:43 AM	46*
Period 3	10:48 AM	11:28 AM	41
Lunch	11:28 AM	11:58 AM	
Period 4	12:03 PM	12:44 PM	46*
Period 5	12:49 PM	1:30 PM	46*
Period 6	1:35 PM	2:17 PM	41
Total Instructional Minutes			297

* Includes 5 minute passing

Finals Weeks
December 9, 10, 11, 2025
June 8, 9, 10, 2026

Period	Start Time	End Time	Minutes
Final	8:30 AM	10:26 AM	116
Break	10:26 AM	10:36 AM	
Final	10:41 AM	12:37 AM	116
Lunch	12:37 PM	1:07 PM	

Total Instructional Minutes			232

Sample Student Schedules

Advisory	Advisory
Period 1	Algebra 2
Period 2	English 11
Period 3	US History
Period 4	Spanish 2
Period 5	Ceramics
Period 6	ELD 1

Advisory	Advisory
Period 1	PE 1
Period 2	US History H
Period 3	Algebra 2 H
Period 4	English 11 H
Period 5	AP Spanish
Period 6	

Advisory	Advisory
Period 1	World History
Period 2	Spanish 2
Period 3	Biology 1
Period 4	Skills Enhancement
Period 5	English 10
Period 6	Algebra 1

Instructional Days and 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.
9	Yes	141	374			36	297	6	232	183	64800	64818	18
10	Yes	141	374			36	297	6	232	183	64800	64818	18
11	Yes	141	374			36	297	6	232	183	64800	64818	18
12	Yes	141	374			36	297	6	232	183	64800	64818	18

Professional Development

Professional Development Plan

Discovery Charter Preparatory #2 fosters reflective practice among teachers in an environment where cross-curricular collaboration, data analysis, and thoughtful discussions take place to improve instruction every day.

Early dismissal every Friday provides teachers with 90 minutes of professional development each week. These opportunities provide teachers with time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for schoolwide goals. Friday staff development activities are organized in the following three focus areas:

- Weekly Staff Development: Selected based on the assessment of student needs and identification of areas of improvement as outlined in the Charter School's LCAP

- Weekly Staff Collaboration: Can include grade level collaboration, department or subject level professional development, or collaboration on school-wide systems

- Department Norming Days: Time dedicated to work on department-specific practices to ensure consistency across the grade levels and subjects

Professional development topics will vary depending on the Charter School's focus areas for improvement, student data from state and local assessments, and teacher needs. The common thread is how to best support and meet the needs of all student groups, including English Learners and Special Education students. Topics may include effective lesson planning, analyzing data to improve instruction, multiple forms of assessment, developing engaging curriculum, and creating culturally relevant lessons.

Professional Development Plan

Semester 1	• New Teacher Training • Start of School Year Team Building • Kagan Strategies • PowerSchool (Student Information Systems and Grading) • PBIS • Back to School Night • EDI in the Classroom • Increasing Reading in the Classroom • Assessment Program Data Review (Renaissance) • CAASPP Results Review • ELD Instruction & Support • SDAIE Strategies • Differentiation in the Classroom (Supporting students with disabilities) • Addressing the Needs of LTELs
Semester 2	• Semester 1 Recap • State Testing Planning • Assessment Program Data Review (Renaissance) • SDAIE Strategies Review • Supporting special populations (EL, SWD, LTEL) • Open House • Thinking Maps • PBIS Review • Goals for Next Year • Mental Health Supports

Discovery Charter Preparatory #2 encourages teachers to seek out professional development activities and programs outside the Charter School to inform their teaching and share learnings with other staff members. Our teachers have attended and continue to attend professional development and conferences through:

- CATE (California Association of Teachers of English)
- California Writing Project
- Mathematics Diagnostic Testing Project ("MDTP") Workshops
- California Mathematics Council ("CMC")
- CCSA (California Charter School Association)

Recruiting and Training Qualified Teachers

We collaborate to build a strong team of well qualified teachers who deliver the educational program and help achieve our goals & philosophy. Teachers are recruited through partnerships with faculty members at UCLA, CSULA, CSUN, and National University, as well as through teacher recommendations. Open positions are posted on Edjoin.

Discovery Charter Preparatory #2 acknowledges the importance of teacher retention and fostering professional growth among its staff. To help students achieve their true potential, our teachers need to be well-trained and prepared. DCP2 supports new teachers in the following ways:

- We provide new staff or teachers completing an induction program with a mentor-teacher or staff member to support them in their role at our school.
- We engage in weekly professional development as a staff, by departments, and by grade levels.
- We encourage teachers to seek professional learning opportunities outside of the classroom such as conferences, teacher observations, and webinars.

It is through mentorship, collaboration, and on-going professional development that we support our teaching staff and create a successful learning community that makes student success its top priority.

Meeting the Needs of All Students

English Learners

Discovery Charter Preparatory #2 follows the LAUSD Master Plan for English Learners and Standard English Learners.

Process for Identifying English Learners

1. Initial Identification: Upon initial enrollment in a California public school, parents complete the Home Language Survey ("HLS") to determine a student's home language status.

2. EL Proficiency Assessment: If a language other than English is spoken at home or if there is reasonable doubt, the student is assessed using the Initial English Language Proficiency Assessments for California ("ELPAC") within thirty days of enrollment to determine their level of language proficiency (Level 1: Beginning - Level 4: Well-Developed)

3. Primary Language Assessment: Procedures for the evaluation of primary language differ, depending on the primary language of the student. DCP2 maintains a list of available interpreters to help with the informal assessment of students.

4. Parent Notification: DCP2 staff 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 test results from the test contractor. Parents and guardians will be informed of their rights, invited to attend conferences to discuss students' ELPAC levels and the educational strategies to be used for their children's English language development, and encouraged to participate in the reclassification process.

5. Program Placement: Students with ELPAC scores of 1 and 2 are placed in a Designated ELD class.

English Learner Educational Program

DCP2 offers both integrated and designated ELD instruction.

Integrated ELD instruction will be used in every subject area by every DCP2 teacher. Though only 9% of the Charter School's students are currently identified as English learners, most of the students speak primarily Spanish in the home and still benefit from English language support, even after being redesignated as English-proficient. Those students who are identified as English learners at DCP2 are at risk of becoming Long-Term English learners. Teachers address the CA ELD Standards in tandem with the Common Core State Standards to ensure students strengthen their abilities to use academic English language as they learn content in English. DCP2 teachers are trained in SDAIE strategies, including:

- Demonstrating and modeling

- Chunking to build knowledge and understanding of the material
- Providing multiple learning opportunities to reinforce key concepts and vocabulary
- Using audio and visual supports
- Incorporating technology to individualize instruction
- Frontloading vocabulary before each unit
- Displaying vocabulary walls in all classrooms

Designated ELD instruction is taught by an ELD-certified teacher to all students who are identified as English learners and Long-Term English learners. The class focuses on strengthening their use of English and increasing their mastery of English academic language. Key strategies used in the Designated ELD class include:

- Explicit instruction in phonological awareness and phonics
- Extensive and varied vocabulary instruction
- Structured academic talk
- Use of students' primary language to help in comprehension
- Small-group reading interventions
- Structured peer-assisted learning activities
- Independent reading of appropriate texts

Students will be regularly assessed both orally and in writing to ensure progress toward mastery. Progress reports will be sent to parents monthly demonstrating students' assessed progress. Translation services for meetings and communications with parents of EL students will be provided, as necessary.

ELPAC Testing

All students who indicate that their home language is other than English shall be ELPAC tested within thirty days of initial enrollment and annually thereafter during the spring ELPAC Summative Window until re-designated as fluent English proficient. Students are expected to advance at least 1 ELD level annually on the Summative ELPAC.

At the beginning of each school year, teachers will evaluate student progress along the ELD Proficiency Level Continuum for each of their English learners by looking at the ELPAC scores, along with CAASPP and local assessment results, and develop their instructional plan to meet the students at their level. Every grading period, teachers will evaluate student performance in English and use this information to adjust their instruction to ensure that students are making sufficient progress.

Evaluation of the EL Program

The EL program is monitored on an annual basis. The data from ELPAC and CAASPP assessments is reviewed by the EL teacher, English Department and school administration to inform programmatic and budgetary decisions each spring for the upcoming school year.

English Learner Reclassification Process

1. Students must meet the following criteria:
   a. Earn an overall score on the ELPAC of (Level 4) with no less than 3 on the Oral or Written Composite (I).
   b. Attain a grade-appropriate Reading Inventory score (Lexile): (9^{th} grade > 750, 10^{th}-12^{th} grades > 800)
   c. Teacher approval and/or grade of C or better in most recent English class

2. Provide written notice to parents or guardians of their rights, invite their participation in the process, and provide an opportunity for an in-person meeting.

3. Reclassify student as Fluent English Proficient.
   a. Place dated reclassification form signed by the English teacher in the student's file
   b. Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines

4. Reclassify students throughout the year as new data becomes available. (Repeat steps 1-3)
   a. After fall ELPAC data is published
   b. After spring ELPAC data is published

5. Monitor the academic progress of RFEP students for four years.
   a. If a student scores Below Basic or Far Below Basic on SBAC, a Tier I, II, or III intervention is initiated as appropriate.
   b. Evidence of quarterly monitoring is entered onto the Student Reclassification Form in the student cumulative file.
   c. If a student is failing core academic classes, MTSS monitoring will be triggered.

Supporting Long Term English Learners

Long Term English Learners ("LTELs") are defined as students who have been in U.S. schools for six or more years without reaching nor progressing in the levels of English proficiency to be reclassified. DCP2 monitors and regularly assesses the progress of all English Learners, including LTELs, in both English language proficiency and content knowledge throughout the school year. Monitoring student progress identifies students who are not making appropriate progress and allows the school to provide additional support to enable ELs to reach English proficiency, as well as ensuring that the school is providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.
The charter school has established documented monitoring systems that include local assessments (e.g., publisher, state-verified) to monitor ELs' progress over time, determine when students are not making appropriate progress, notify parents of progress and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge. The EL Progress Monitoring process is on-going using a dedicated vendor platform and includes regular communication with parents on the following:

- Performance in grade level content classes
- Performance in ELD course
- Student reading level/local assessments

Understanding that most of our current English learners are either LTELs or at risk of becoming LTELs, DCP2 has incorporated the use of the Interim ELPAC Assessment to improve the likelihood of students being prepared to reclassify.

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

The curriculum at DCP2 is focused on providing the appropriate differentiated instruction for students of varying ability levels, including gifted or talented students. Most students who enroll at DCP2 come with the prior identification as "gifted/talented." Students not yet identified on enrollment can be referred based on proficiency on state assessments, report card grades, and/or teacher referral. Requests will be referred to the SSPT. If a student is eligible for GATE assessment, the charter school will contact LAUSD to start the fee-for-service process. Parents can contact the College Counselor if they have questions about GATE. The principal monitors the progress of all GATE students and students achieving above grade level.

Students found to be achieving above grade level will have an opportunity to excel through differentiated instruction in the classroom and enrichment electives. Differentiation can include being given additional or complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum. Flexible grouping within the classrooms allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level.

Throughout their high school career, students found to be achieving above grade level will have an opportunity to excel through activities such as:

- Differentiated instruction in the classroom
- Advanced Placement classes
- Honors classes
- Enrichment electives (e.g., ceramics, media arts)

Students Achieving Below Grade Level

To improve the performance for all students including low achieving or at risk of not meeting grade-level standards, DCP2 monitors the performance and progress of students throughout the year. Data is accessible at the individual level and student group level. School administrators and classroom teachers monitor student progress toward standards in order to identify all students earning below a grade of C, flagging students at risk based on local assessments and/or class grades. Advisory teachers review student data/progress reports of each of their advisory students. The following takes place for those specifically identified as low achieving:

1. All incoming students are given diagnostic tests upon entry to the Charter School to identify any low-achieving students, in addition to establishing baseline reading and mathematics skills. State assessment results and grades showing students who are not meeting or nearly meeting standards are also used to assess student achievement levels.
2. If the needs are more general, the SSPT (Student Success Program Team) will convene to discuss the Tier I and II supports and/or accelerations that can be provided during the instructional day.
3. Should more intensive supports (Tier III) be required, the SSPT will contact the parents/guardians to collaborate and establish a plan of support.
4. The student receives supplemental support through acceleration/support classes in core areas in addition to regular courses.

Socioeconomically Disadvantaged/Low Income Students

DCP2 provides increased opportunities to all its students, many of whom are socio-economically disadvantaged. These include opportunities for travel, exposure to various colleges around the country, personalized college counseling and test-preparation programs. Students are identified based on their free and reduced meal applications which are submitted annually. The Dean of School Culture monitors the attendance, grades, and discipline for this student group by analyzing reports generated through the student information system.

DCP2 works with parents and families, providing workshops on college entrance requirements and financial aid, community support services, and family/teen counseling.

All students are provided with a daily breakfast during the 10:00 am break. Teachers and staff understand that students may not have the resources at home to complete assignments and go out of their way to ensure that students have access to the resources they need. The Charter School provides students with school supplies including other materials the student may need. Students also have access to the Charter School's computer lab, iPads, and other technology devices to assist them in completing coursework.

Students with Disabilities

DCP2 is a member of Option 3 SELPA in Los Angeles Unified School District's Charter Operated Programs. Please refer to the District Required Language included at the beginning of Element 1.

Students in Other Student Groups

Foster youth, and related student groups such as homeless students, are identified by school personnel through the registration and enrollment process and supported through coordinated activities with other entities/agencies led by the Foster/Homeless Liaison. Once students have been identified, it will be noted in PowerSchool, and the Foster/Homeless Liaison will work with both internal staff and external agencies to provide additional support services on a case-by-case basis.

"A Typical Day"

A freshman at Discovery Charter Preparatory #2, begins his day early, dressed in his signature blue collared shirt and navy-blue pants. Before heading to school, he makes sure he has all the necessary supplies, including his Chromebook provided by the Charter School. During the ride to drop off his younger siblings, he shares his daily schedule with his mom, reminding her about his cross-country practice after school.

To set a positive tone for the day, Andy listens to music on the way to school. He arrives at the DCP2 campus around 7:50 am and is immediately greeted by a warm and welcoming atmosphere. As he heads to the benches in front of the Charter School, he catches up with his friends, eager to hear about the girls' volleyball team's latest victory. He also checks in with his cross-country coach to discuss his running progress. By the time the first bell of the Charter School rings, he heads to his Advisory class in Room 8 where he excitedly greets his advisory teacher and walks over to his seat.

Advisory is a very special component of any student's day at DCP2. Advisory may begin with ten minutes of silent reading — not homework time. Seeing the agenda on the board, Andy brings out his daily journal and his favorite book and waits for instruction while his advisor takes attendance for the period. At least once a week, his advisor calls him up for a brief chat in which Andy reviews his current grades and, if he does not already know, gains a clear understanding of why he may be struggling in a particular class (perhaps he has been turning in work late…it is all apparent on PowerSchool). The Advisor might mandate that Andy attend after-school tutoring for a period of time, until an ailing grade improves, or a poor school habit disappears. Once SSR ends, Andy is led through a grade appropriate activity by his Advisor—this may involve study skills, brain development activities, typing lessons, or quickwrites.

At 9:00 am, the bell rings, and Andy heads to his 1st period, Study Hall, with his friend, Jefferson. Andy will usually greet a few friends on his way to class and eventually greet his teacher at the door. Even with a five-minute passing period, Andy is always quick, making it to class in just 30 seconds. Study Hall becomes a time for Andy to focus on staying ahead. While he occasionally checks his grades online to keep track of his straight-A record, most of his time is spent productively.

Andy uses this quiet period to catch up on reading The Afterlife by Gary Soto, finishing a chapter or two before the two-minute warning bell sounds for break. Sometimes, if he's done with reading, he uses Study Hall to organize his class notes, update his agenda for the week, or begin working on assignments from other classes. On group project days, Andy collaborates with classmates, quietly exchanging ideas or fine-tuning presentations. If the class is particularly focused, he might take the time to research topics related to his upcoming cross-country meet or even his digital 3D art project.

Study Hall, for Andy, is not just a break but a key moment in the day to recharge, review, and prepare for what's next. As the two-minute timer rings, signaling the end of study hall, Andy packs up efficiently, ready for break.

As soon as the bell rings, he heads straight to the cafeteria to check the day's breakfast menu. When he spots coffee cake on the list, knowing it's one of his favorites, he immediately joins the line with his friend Jefferson. The familiar DCP2 staff greets him as they count the students, ensuring each one receives their delicious morning meal. Andy's

mood lifts even more as the cafeteria manager offers a friendly "Good morning" and an "Enjoy," which he returns with a smile. After picking up his plate, Andy joins his friends, savoring the coffee cake along with a carton of whole milk. With a few minutes left before the next class, Andy tosses a football with his friends, making the most of this short but energetic break prior to the first bell ringing for 2nd period. Refreshed and recharged, he's ready to head into his 2nd period class, fully prepared to engage.

Andy might make a quick stop at his locker, use the restroom, or relay a message to a friend before heading to his 2nd period Art class. Sometimes, he chooses to head in early, eager to get started on his digital 3D house project. Once in class, he greets his teacher and peers, places his backpack on the hooks under the table, and sets up his Chromebook. Andy is focused, carefully designing his digital 3D house, with hopes of printing it on one of DCP2's multiple 3D printers. By the end of the period, he's made significant progress, finishing the digital furniture for his project. With that complete, Andy heads to his next class—Ethnic Studies.

Though DCP2 may only have a few hundred students, its corridors can feel like a busy street during passing periods. Despite the slow-moving crowd, Andy moves through the halls with a sense of ease. He knows so many students, regardless of grade, that the passing period becomes an opportunity for friendly nods, brief hellos, and mutual understanding. Andy's pleasant patience serves him well as he makes his way to his 3rd period class where his teacher kindly greets all students.

As he enters Ethnic Studies, Andy spots a few of his friends, and they all make their way to their desks. The class begins with "the RAP" (Review And Preview), DCP2' signature warm-up, setting the tone for the lesson. They may dive into an academic film or reading about different cultures and ethnic groups, a topic that Andy finds both engaging and important. Once the film or reading is completed for the lesson, the teacher hands out a worksheet for students to complete, encouraging discussion about important real-life themes. Andy works efficiently and finishes early, using the remaining time to chat with his peers about their thoughts on the lesson for the day. Once the bell rings for lunch, Andy packs up, ready to head out, having already completed his assignment.

Lunch at DCP2 is a vibrant experience, with the entire school sharing the same time. The main corridor becomes a bustling hub of activity as students and teachers mix—some grabbing a quick bite, others offering academic help. Andy makes his way through the crowd with his friends, heading to the lunch line. After grabbing his lunch—maybe corn dogs with fruit—Andy might volunteer at the snack shed in support of his cross country team, choose to sit at a round table with his friends, toss a football around, or even pop into a classroom for a bit of academic assistance. With most classroom doors open, Andy knows he can always swing by his teacher's classrooms for help. No matter where he goes, he feels the Charter School's supervision and security, knowing DCP2 is a safe and positive space amidst the surrounding neighborhood.

On days where Andy is volunteering at the snack shed, when there isn't much of a line of students waiting to support their cross-country team, Andy takes the initiative to walk around campus selling ice pops—especially on warm days. Five minutes before the first bell, Andy packs up and heads over to the back lot, where he joins his friends for a quick game of football. Energized and ready for the next class, Andy appreciates the balance between fun and responsibility that DCP2 fosters during lunch, making the most of this communal time.

As the bell rings for 4th period, Andy heads to Geometry, where the "RAP," along with the day's agenda and objectives, guides him and his classmates into the lesson. After a quick review of the agenda and lesson, Andy dives into a worksheet, working through each problem with focus and determination. His confidence in tackling geometry stems from this structured start to the period, making every task clear and achievable.

Once finished, Andy packs up and heads to 5th period, Biology, conveniently located in the same building. With a few minutes before the bell rings, he takes advantage of the extra time to drop off his backpack, use the restroom, and preview the day's worksheet, a clear introduction to the upcoming lesson. Andy appreciates the opportunity to get a head start and mentally prepare for what's next, knowing the structure of DCP2's classes always sets him up for success.

Prepared and ready, Andy returns to the classroom just as his biology teacher greets him and his classmates, handing out the day's worksheet. The questions on the sheet are designed to ease them into the upcoming material, serving as a warm-up for the more in-depth lesson ahead. With his Chromebook at the ready, Andy accesses Gizmos or Agile Minds, two educational platforms provided by DCP2, to support his understanding of the topic. He knows that these programs, combined with the structured classwork, help him master even the most challenging concepts. As the rest of the students settle in, Andy waits patiently for further instructions, confident that the tools and guidance at his disposal will make the lesson engaging and productive.

When the first bell for 6th period rings, signaling the last period of a regular school day, Andy heads to his English 9 class for a quick check-in. Although it's a brief stop, Andy uses the opportunity to touch base with his teacher, making sure he's up to date with assignments and getting a sneak peek at what's coming up in the curriculum. With his English work in order, he smoothly transitions to his college course during 6th period, Basic Skills 27, offered through Los Angeles Mission College Dual Enrollment Program. A program Andy is excited to continue throughout his 4 years of high school.

As Andy enters the college classroom in the same building as his other classes, he notices a shift in the atmosphere—there's a sense of independence and responsibility that comes with being part of a college-level class. His professor begins by reviewing the daily agenda, ensuring everyone is clear on the goals for the session. The focus may be on reviewing potential careers or a writing assignment, one designed to challenge their critical thinking

and writing skills. Andy listens attentively as the professor explains the task, carefully outlining the expectations and providing examples to guide the students through the process.

With his notebook open and his thoughts organized, Andy begins drafting his assignment. He finds the pace of the college class both refreshing and motivating, knowing that this experience is preparing him for future academic challenges. The writing task may be demanding, but Andy feels well-prepared, drawing on the skills he's developed throughout the day and applying them to this new level of work. By the end of the class, he leaves with a solid draft and the satisfaction of knowing he's one step closer to achieving his academic goals.

The bell rings at 3:34 pm and school is over, but not for Andy. While many students finish their day after the last bell, Andy's day continues. He heads to the boys' locker room, changes into his cross-country attire, and checks in with DCP2's after-school program, Think Together, where he grabs a snack—fruit, snacks, and water. Meeting his teammates, Andy leads warm-up stretches and prepares for practice. After completing six laps around the Charter School, he reviews his time with the coach. Then, he grabs his belongings and waits for his mom, spending the rest of his day playing soccer on the grass with his friends.

This is a typical day for Andy at DCP2—one filled with routine, growth, and a sense of community.

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 subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." (Ed. Code § 47605(c)(5)(B))

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

Measurable Goals of the Educational Program
Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

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

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

Measurable Goals of the Educational Program
Refer to the completed LCFF Table Provided in Element 1, which is incorporated herein by reference.

Measurable Pupil Outcomes: Summative Assessment Performance Targets
Performance Targets Aligned to State Priorities
Refer to the completed LCFF Table Provided in Element 1, which is incorporated herein by reference.

Other Performance Targets

Refer to the completed LCFF Table Provided in Element 1, which is incorporated herein by reference.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

The internal assessment process at DCP2 is composed of a variety of measures that allow teachers and leadership to monitor the learning of our students and accurately meet individual learner needs.

Star Renaissance – ELA and Math
The school administers the state-verified Star Renaissance (SR) Math and English Language Arts assessments to all students in grades 9-12 each Fall, Winter and Spring.

The SR Instructional Planning Reports provide teachers with a list of skill recommendations based on recent student results, helping teachers tailor future instruction to the needs of individuals or small groups.

The SR Progress Monitoring Reports graph individual student's progress toward goals and indicate what level of intervention may be needed to get the student on track.

The SR Star Growth Reports show growth for groups of students over time, assisting leadership in determining where further professional development and support may be needed for teachers.

It is expected that all students will make at least one year's growth from Fall to Spring. Students who are below grade level are expected to make more than a year's growth during this same time.

Professional development time is allotted for data analysis after each testing session. In-depth analysis of individual student performance, student group performance, class performance, and grade level performance allow teachers and school leaders to monitor students' progress towards mastering Common Core State Standards.

In addition to Star Renaissance assessments for ELA and Math, unit assessments are administered in content specific courses. Weekly assessments that have been aligned by grade level teams are administered. The Mid-Chapter and Chapter tests that are administered have been aligned to CCSS. Grade levels have created rubrics for writing that are used for assessment of agreed upon writing focus for each unit of English Language Arts study. Teachers regularly meet to discuss these assessments and make decisions regarding instruction based on the results.

Data Analysis and Reporting

DCP2 uses a variety of data to analyze student progress, inform instruction, assess program effectiveness, and report academic performance.

Data Sources	Purpose
Pre-Assessments	To indicate current student performance, identify skills students need to progress, and inform lesson planning
Summative Assessments (Star Renaissance and Unit Assessments)	Teachers: to adjust and differentiate instruction, identify needs for intervention or enrichment Leaders: to identify trends that can inform professional development needs
Standardized Tests (SBAC ELA and Math, CAST, ELPAC, PFT)	To measure the degree to which students demonstrate growth toward meeting standards, to determine needed accelerations, and to assess the strength of the overall instructional program
Performance Assessments	To measure the degree to which students can generalize their learning into real-world projects
Portfolios and Self-Assessments	To demonstrate growth over time and give students ownership over their learning
Parent and Student Surveys	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.
Formal and Informal Classroom Observations	To measure effectiveness of instruction. Data is used to inform professional development needs and provide teachers with actionable feedback.

Data is shared with parents during monthly parent meetings, PAC and ELAC meetings. Information and surveys are sent home to parents who cannot attend meetings. Their input is used to help administration and the board of directors make decisions regarding programs and resources that best meet the needs of students.

Individual communication with parents will come in the form of progress reports, grade reports, parent conferences and school letters.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

DCP2 gives students the opportunity to demonstrate their knowledge of each standard through various modalities. Report card grades are based on a combination of classroom engagement and participation, classwork and quizzes, individual and group projects, formative and summative assessment results, homework assignments, and extra credits. DCP2 uses letter grades based on the following percentages:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

A student must receive a grade of C or above to receive credit for a course.

Progress Reporting

Progress reports are sent home in October, December, March, and May. Final semester report cards are sent home at the end of each semester in December and in June.

Official parent conferences are scheduled once per semester, when parents are invited to meet with grade level teachers to discuss student performance. However, parents are encouraged to communicate with teachers and administrators any time throughout the year if they have any academic concerns.

Parents are notified of student progress through parent meetings, parent conferences and letters sent home by advisors. All parents and guardians have access to the online grade book program. This allows parents to continually monitor their child's grades. Parents are also mailed the CAASPP testing results for their child each year.

Promotion/Retention

At DCP2, no student is retained at any grade level. The Charter School offers multiple opportunities for students to make up coursework. Recovery courses are offered throughout the year in traditional and blended learning environments. All necessary resources are made available to encourage every student to meet graduation requirements. As discussed in the transferability of courses section, we run grade checks every semester to track student graduation progress. Parents and students are provided with a graduation check letter with any missing courses listed. The College Counselor meets with parents of any juniors or seniors who are not on course to graduate in order to develop intervention plans. These may include Winter/Spring Intersession, Summer Intersession, online course recovery options, and tutoring. When interventions fail to work, parent meetings are held to determine further supports. Sometimes they are offered the

option to complete an extra year or to complete in the summer. If a student continues to fail, options are provided to refer them to resources to complete their GED.

Element 4: Governance

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

General Provisions

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

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

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

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

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

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

Legal and Policy Compliance

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

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

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

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

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

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

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

<u>Title IX, Section 504, and Uniform Complaint Procedures</u>
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.

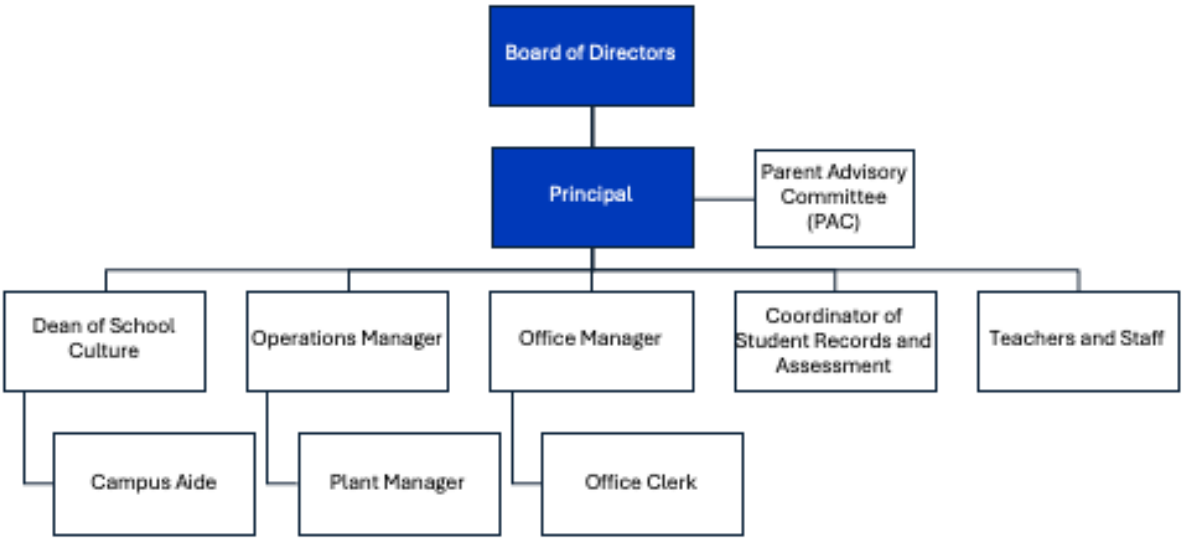
Parent Engagement

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



The organizational chart indicates how Discovery Charter Preparatory #2 has become and remains a viable enterprise. The organizational chart shows the relationship between the Charter School's governing board and the leadership of the Charter School.

Roles and Responsibilities of Governing Board and Executive-Level Employees

Governing Board

The Board of Directors is fully 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 Principal of the Charter School;
- Approve all contractual agreements;
- 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;
- 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;
- Review requests for out of state or overnight field trips;
- 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
- Appoint an administrative panel or act as a hearing body and take action on appeals of suspension or expulsion decisions.

Principal

The Principal is responsible for leading the academic and operational functions of the Charter School, ensuring that it meets its academic goals and provides high-quality education to students. This role involves instructional leadership, staff management, student and parent engagement, and operational oversight, while also ensuring that the Charter School upholds the charter's mission and values.

Reports to: Charter School Board of Directors

Key Responsibilities:

1. Leadership and Vision:

- Develop and articulate a clear vision for the Charter School, aligned with the charter's mission and goals.
- Create a culture of high expectations, academic excellence, and continuous improvement for both students and staff.

- Lead strategic planning efforts to set short- and long-term goals for the Charter School, ensuring growth and success.
- Promote the Charter School's unique identity and values within the community, ensuring alignment with the charter's commitments.

2. Instructional Leadership:

- Oversee the development, implementation, and evaluation of the academic curriculum, ensuring it meets state standards and charter requirements.
- Provide guidance and support to teachers in instructional practices, including lesson planning, classroom management, and student engagement.
- Lead regular data analysis on student performance to identify areas of improvement and implement intervention strategies.
- Organize and facilitate professional development opportunities for teachers to enhance instructional effectiveness.
- Ensure that special education and EL programs are effectively supporting all students.

3. Staff Recruitment, Development, and Supervision:

- Recruit, hire, and retain high-quality teachers and staff who are aligned with the Charter School's mission and values.
- Conduct staff evaluations, provide ongoing feedback, and support professional growth.
- Foster a collaborative and supportive working environment where staff feel valued and motivated.
- Manage staff professional development to ensure continuous learning and improvement.

4. Student Achievement and School Performance:

- Track and analyze student performance through standardized assessments and other benchmarks, identifying and addressing learning gaps and root causes.
- Develop intervention programs to support struggling students and extend learning opportunities for advanced learners.
- Collaborate with teachers and parents to support students' social, emotional, and academic growth.

5. School Culture and Climate:

- Build and sustain a positive school culture that promotes respect, responsibility, and student leadership.
- Set clear expectations for student behavior, attendance, and academic engagement.
- Foster a safe and inclusive environment where students feel supported and motivated to succeed.
- Develop programs and initiatives to engage students in extracurricular activities, leadership opportunities, and service learning.

6. Parent and Community Engagement:

- Establish strong relationships with parents and guardians, ensuring open communication about their children's progress and school initiatives.

- Serve as the Charter School's representative to the community, building partnerships with local organizations, businesses, and stakeholders.
- Organize and participate in parent-teacher meetings, community forums, and events that promote the Charter School's mission and goals.
- Encourage and facilitate parent involvement in school governance, committees, and volunteer activities.

7. Charter Compliance and Accountability:

- Ensure that the Charter School complies with all charter, state, and federal regulations, including reporting requirements and accountability measures.
- Oversee the development of the Charter School's charter renewal application, working closely with the board of directors and charter authorizers.
- Ensure adherence to the Charter School's charter agreement, including performance goals and financial accountability.
- Work with the charter board to evaluate school performance and make necessary adjustments to meet targets.

8. Budget and Operations:

- Develop and manage the Charter School's annual budget, ensuring responsible use of resources in alignment with academic and operational goals.
- Oversee the daily operations of the Charter School, including facilities, transportation, and technology.
- Ensure that the Charter School's financial practices are transparent, compliant, and in line with the budget.
- Manage enrollment processes, ensuring that the Charter School maintains its target student population.

9. Safety:

- Ensure the Charter School is compliant with local, state, and federal health and safety standards.
- Lead efforts to maintain a secure and safe learning environment, conducting regular drills and updating emergency protocols.
- Ensure that student discipline procedures are consistent, fair, and focused on restorative practices.

Qualifications:

- **Education:** Master's degree in Educational Leadership, Education Administration, or a related field.
- **Experience:** Several years of teaching experience, along with leadership experience in a charter or traditional school setting.
- **Skills:**
    - Strong leadership and decision-making abilities.
    - Excellent communication and interpersonal skills to work with students, staff, and parents.
    - Proven ability to manage staff, budgets, and resources effectively.
    - Familiarity with charter school laws and compliance requirements.
    - Strong data analysis skills to evaluate student achievement and instructional practices.

Personal Attributes:

- Passion for education and commitment to student success.
- Strong organizational skills and attention to detail.
- Ability to foster a collaborative, inclusive school culture.
- Visionary leadership with the ability to inspire staff and students.

Governing Board Composition and Member Selection

Composition and Rationale

The authorized number of DCP2 Board members ("Directors") shall be not less than [five] or more than [twelve], with the exact authorized number to be fixed, within these limits, by resolution of the Board.

The current DCP2 governing board consists of leaders in education, social work, law, law enforcement, and business. Several of the board members also have experience on other governing boards. The Board seeks to elect directors who have demonstrated a history of leadership and service within their communities and who can contribute specific experience, qualifications, attributes and skills to DCP2. For example, prospective candidates may be nominated based on their area of professional expertise (i.e. educational, financial, human resources, legal) or on their demonstrated record of leadership within the community.

Criteria and Process for Selection

As defined in the Bylaws, Director terms are two (2) years in length. At the expiration of the current terms, upon appointment to the Board of Directors, each Director will be assigned to a term of two (2) or three (3) years in length at the discretion of the Board, the primary consideration for which is to establish staggering of terms in order to ensure institutional continuity. After the expiration of the staggered terms each Director shall hold office unless otherwise removed from office in accordance with these Bylaws for two (2) years and until a successor director has been designated and qualified. Directors shall be appointed at each annual meeting of the Board.

Board members are recruited for specific areas of expertise that will complement the skillset of the current board, strengthen its governance capacity, and contribute to the vision of DCP2. The Board also seeks candidates who will contribute to the diversity of our board by offering differences in viewpoint, professional experience, education, skill and other individual qualities and attributes that contribute to the heterogeneity of the board.

Potential board members must be willing to dedicate the time it requires to be fully prepared at each board meeting and must be able to attend the regular meetings

scheduled during the year. They must also be willing to fully participate on board committees to provide adequate oversight and support to the Charter School.

After determining the board positions that need to be filled, the board shall post the positions on the DCP2 website and invite interested parties to submit a letter of intent, a biography, and resume. Based on the review of this documentation, a candidate will attend an interview with existing board members and attend a subsequent board meeting to be formally nominated. Confirmation of the nominee to join the board shall be put to a Board vote resulting in formal appointment.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until their death, resignation or removal from office. (Bylaws, Article 3, Section 7.4.5)

If there is a vacancy on the Board, including a vacancy created by the removal of a Director, the Board may fill such vacancy by electing an additional Director as soon as practicable after the vacancy occurs. If the number of Directors then in office is less than a quorum, additional directors may be appointed by a vote of the board to fill such vacancies by (i) the affirmative vote of a majority of the Directors in office at a meeting held according to notice or waivers complying with section 5211 of the California Nonprofit Corporation Law, or (ii) a sole remaining Director. Furthermore, if the Director whose office is vacant was the Charter Authorizer Director, then the charter authorizer may appoint a Charter Authorizer Director to fill the vacancy.

Each Director elected to fill a vacancy shall hold office until the expiration of the term of the replaced Director, and until the election and qualification of a successor, or until that Director's earlier resignation or removal in accordance with these Bylaws and California Nonprofit Corporation Law.

Governance Procedures and Operations

Meeting Requirements and Procedures

Meetings shall be held, approximately monthly, at 13570 Eldridge Avenue, Sylmar, California 91342. Board meeting agendas are posted outside the Auditorium at the school site in a publicly-accessible location, and online on the DCP2 website.

The annual calendar of governing board and committee meetings is determined by the Principal after surveying board members for their best times and days. The board meeting calendar is submitted to the board for approval every June. The Board of Directors, by a majority vote, may reschedule any meeting for up to thirty days.

The Brown Act guarantees the public's right to attend and participate in meetings of local legislative bodies. (Cal. Gov. Code §§ 54950 - 54962). Directors receive annual training on

the Brown Act, conflicts of interest, and ethics during their term of office. Board meetings shall also comply with other public transparency laws, including those described in Education Code Section 47604.1.

In compliance with the Brown Act, the Board shall abide by the following terms: (a) an agenda must be posted containing a brief, general description of each matter to be considered at least 72 hours prior to the meeting; (b) items not on the posted agenda may be considered if an emergency situation exists, there is a need for immediate action that came to the board's attention after the agenda was posted, and the Board obtains 2/3 vote or unanimous vote if less than 2/3 of the Board is present to add the item to the agenda), or the item to be discussed was held over from a recent (within five days) previous meeting's agenda; (c) minutes shall be taken and shall be made available to the public; and (d) the public shall be permitted to address board, but board may set time limits on such comments.

Decision-Making Procedures

Quorum Requirements
A majority of the members of the Board then in office shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the required quorum at any meeting.

Board Action (Voting) Requirements
The board may only take action on items formally listed on the Board agenda, except as authorized by law. When there is a tie vote on the agenda topic under consideration, the item may be resubmitted to the board at its next properly noticed meeting.

Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of the corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), and indemnification of directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board. (Bylaws, Article 3, Section 7.10.2)

Abstention and Teleconference Participation
A majority of all the membership of the Board attending the meeting must vote affirmatively to approve any action, unless otherwise required by the Bylaws. If a Board member wishes to abstain from a vote, they record that when the item is voted on.

Members of the Board may participate in standard teleconference meetings so long as all the following requirements in the Brown Act are complied with:

1. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the jurisdictional boundaries Los Angeles County;

2. All votes taken during a teleconference meeting shall be by roll call;

3. If the Board elects to use teleconferencing, it shall post agendas at each location where each board member is physically participating;

4. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

5. 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 directly at each teleconference location; and

6. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Stakeholder Involvement

Parents and staff are integral contributors to the educational process, and their perspectives are sought to develop school policies and address school issues. An stakeholder engagement plan is developed and implemented each year to share progress and solicit input on the LCAP and Annual Update from teachers, staff, parents, students, and the larger community. Pursuant to Education Code Section 47606.5(e), DCP2 shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting of the governing body of the charter school.

The Charter School will use its website to support stakeholder involvement by keeping the calendar of events updated, by sharing survey results, highlighting student achievements and successes, suggesting academic resources for parents to support their students, and providing helpful downloads of school forms. Agendas and notes from board meetings and parent meetings are posted on the website to keep parents informed. The website includes translation services.

Staff Involvement in School Governance
Both classified and certificated staff have the opportunity to participate in the Parent Advisory Committee ("PAC")*. This committee reviews the Charter School's annual progress and provides input on the Charter School's LCAP, which also serves as the

Charter School's Schoolwide Plan for Student Achievement ("SPSA"). Staff input is also gathered at staff meetings and via staff surveys.

Student Involvement in School Governance
All students have the opportunity to respond to an annual student survey. Student meetings are held to review survey results, identify needs and barriers, and provide suggestions for school improvement. At least two students serve on the PAC.

Parent Involvement in School Governance
All parents have the opportunity to participate in the PAC. This committee reviews the Charter School's annual progress and provides input on the Charter School's LCAP, which also serves as the Charter School's SPSA. Parent input is also gathered from an annual parent survey, and at monthly parent meetings.

*The PAC is composed of parents, staff, and at least two students. The majority of the members of this committee must be parents. There is no formal selection process. The Charter School encourages all staff, parents and students to attend the initial meeting at the beginning of the year. It then invites the parents, staff and students in attendance to sign up and commit to the monthly PAC meetings.

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.

Employee Positions and Qualifications

List of Employee Positions

Principal
Operations Manager
Dean of School Culture
College and Career Counselor
Office Manager
Coordinator of Student Records and Assessment
High School Teachers
Resource Teacher
Teacher's Aide
Campus Aide
Plant Manager
Office Clerk

Job Title: Principal

Position Overview

The Principal is responsible for leading the academic and operational functions of the Charter School, ensuring that it meets its charter's goals and provides high-quality

education to students. This role involves instructional leadership, staff management, student and parent engagement, and operational oversight, while also ensuring that the Charter School upholds the charter's mission and values.
Reports to: The Charter School Board of Directors

Key Responsibilities:
1. Leadership and Vision:
- Develop and articulate a clear vision for the Charter School, aligned with the charter's mission and goals.
- Create a culture of high expectations, academic excellence, and continuous improvement for both students and staff.
- Lead strategic planning efforts to set short- and long-term goals for the Charter School, ensuring growth and success.
- Promote the Charter School's unique identity and values within the community, ensuring alignment with the charter's commitments.

2. Instructional Leadership:
- Oversee the development, implementation, and evaluation of the academic curriculum, ensuring it meets state standards and charter requirements.
- Provide guidance and support to teachers in instructional practices, including lesson planning, classroom management, and student engagement.
- Lead regular data analysis on student performance to identify where improved instructional practices may support student achievement.
- Organize and facilitate professional development opportunities for teachers to enhance instructional effectiveness.
- Ensure that special education and EL programs are effectively supporting all students.

3. Staff Recruitment, Development, and Supervision:
- Recruit, hire, and retain high-quality teachers and staff who are aligned with the Charter School's mission and values.
- Conduct staff evaluations, provide ongoing feedback, and support professional growth.
- Foster a collaborative and supportive working environment where staff feel valued and motivated.
- Manage staff professional development to ensure continuous learning and improvement.

4. Student Achievement and School Performance:
- Track and analyze student performance through standardized assessments and other benchmarks, identifying and addressing learning gaps and root causes.
- Develop intervention programs to support struggling students and extend learning opportunities for advanced learners.
- Collaborate with teachers and parents to support students' social, emotional, and academic growth.

5. School Culture and Climate:

- Build and sustain a positive school culture that promotes respect, responsibility, and student leadership.
- Set clear expectations for student behavior, attendance, and academic engagement.
- Foster a safe and inclusive environment where students feel supported and motivated to succeed.
- Develop programs and initiatives to engage students in extracurricular activities, leadership opportunities, and service learning.

6. Parent and Community Engagement:

- Establish strong relationships with parents and guardians, ensuring open communication about their children's progress and school initiatives.
- Serve as the Charter School's representative to the community, building partnerships with local organizations, businesses, and stakeholders.
- Organize and participate in parent-teacher meetings, community forums, and events that promote the Charter School's mission and goals.
- Encourage and facilitate parent involvement in school governance, committees, and volunteer activities.

7. Charter Compliance and Accountability:

- Ensure that the Charter School complies with all charter, state, and federal regulations, including reporting requirements and accountability measures.
- Oversee the development of the Charter School's charter renewal application, working closely with the board of directors and charter authorizers.
- Ensure adherence to the Charter School's charter agreement, including performance goals and financial accountability.
- Work with the charter board to evaluate school performance and make necessary adjustments to meet targets.

8. Budget and Operations:

- Develop and manage the Charter School's annual budget, ensuring responsible use of resources in alignment with academic and operational goals.
- Oversee the daily operations of the Charter School, including facilities, transportation, and technology.
- Ensure that the Charter School's financial practices are transparent, compliant, and in line with the budget.
- Manage enrollment processes, ensuring that the Charter School maintains its target student population.

9. Safety:

- Ensure the Charter School is compliant with local, state, and federal health and safety standards.
- Lead efforts to maintain a secure and safe learning environment, conducting regular drills and updating emergency protocols.
- Ensure that student discipline procedures are consistent, fair, and focused on restorative practices.

Qualifications:

- **Education:** Master's degree in Educational Leadership, Education Administration, or a related field. Teaching credential or Pupil Personnel Services credential.
- **Experience:** Several years of teaching experience, along with leadership experience in a charter or traditional public school setting.
- **Skills:**
    - Strong leadership and decision-making abilities.
    - Excellent communication and interpersonal skills to work with students, staff, and parents.
    - Proven ability to manage staff, budgets, and resources effectively.
    - Familiarity with charter school laws and compliance requirements.
    - Strong data analysis skills to evaluate student achievement and instructional practices.

Personal Attributes:

- Passion for education and commitment to student success.
- Strong organizational skills and attention to detail.
- Ability to foster a collaborative, inclusive school culture.
- Visionary leadership with the ability to inspire staff and students.

Job Title: Operations Manager

Position Overview

The Operations Manager is responsible for overseeing the daily operations of the Charter School while also serving as an advocate for families in the school community. This individual ensures that the Charter School runs smoothly from a logistical standpoint and works closely with parents to foster a positive, engaged school environment.

Reports To: Principal

Key Responsibilities

Operations Management:

1. **Facilities Management**:
    - Oversee the maintenance, safety, and security of the Charter School's physical facilities.
    - Coordinate with custodial staff and external vendors for facility repairs and improvements.
2. **Finance and Budgeting**:
    - Support the Charter School's financial management, including tracking expenses, processing invoices.
    - Assist with budget forecasting and strategic planning in collaboration with the school administration.
    - Prepare financial reports as required by school leadership or the charter school board.
3. **Compliance and Reporting**:

- Prepare and submit necessary operational reports to the school leadership and authorizing agencies.

4. **Human Resources and Staff Support**:
    - Manage the onboarding of non-teaching staff, coordinate schedules, and handle day-to-day HR-related issues such as payroll or benefits administration.
    - Ensure staff have access to necessary resources, including technology and supplies.
5. **Vendor and Service Management**:
    - Serve as the point of contact for external service providers, including food services, transportation, and information technology (IT).
    - Negotiate service contracts up to the threshold of $25,000 and ensure quality service delivery.

Parent Liaison:

6. **Parent Communication**:
    - Act as the primary point of contact for parents, addressing concerns, questions, and providing timely updates on school events and student progress.
    - Develop and distribute communications such as newsletters, event reminders, and policy updates.
7. **Family Engagement**:
    - Organize family events, workshops, and volunteer opportunities that encourage parent involvement in the Charter School.
    - Collaborate with parent organizations and committees to foster a positive school community.
8. **Support Services**:
    - Provide families with access to resources such as language assistance, special education services, and socio-economic support.
    - Work with community organizations to connect families with necessary external support.
9. **Conflict Resolution**:
    - Mediate conflicts between parents and staff, ensuring that issues are addressed respectfully and effectively.
    - Act as an advocate for parents in school-related concerns, bringing unresolved issues to the attention of school leadership.
10. **Parent Advocacy**:
    - Facilitate parent participation in decision-making processes, including involvement in school board meetings, focus groups, and surveys.
    - Ensure that parents' voices are represented in the development of school policies and programs.

Qualifications:

- **Education**: Bachelor's degree in business administration, education, or a related field preferred.

- **Experience**: At least 3-5 years of experience in operations management, preferably in a school setting. Experience in a parent liaison or similar role is highly desirable.
- **Skills**:
    - Strong organizational and multitasking abilities.
    - Excellent communication and interpersonal skills, with the ability to engage a diverse group of parents and stakeholders.
    - Proficiency in Microsoft Office and familiarity with school management software.
    - Bilingual abilities (especially in Spanish) preferred.

Personal Attributes:

- Ability to foster a collaborative school environment and build positive relationships with parents and staff.
- Knowledge of educational compliance regulations and operational best practices.
- Conflict resolution skills and cultural sensitivity to work effectively with diverse families.

Job Title: Dean of School Culture

Position Overview

The Dean of School Culture is a leadership role focused on promoting a positive school environment, enhancing student engagement, and reinforcing school values and expectations. This position centers on fostering a strong sense of community and supporting students' social, emotional, and academic development.

Reports to: Principal

Key Responsibilities:

1. **Promote a Positive School Culture:**
    - Develop and implement programs that reinforce the Charter School's core values, culture, and behavioral expectations.
    - Build a sense of community by organizing school events, assemblies, and celebrations that highlight student achievements.
    - Collaborate with teachers and staff to integrate character education and social-emotional learning into the curriculum.
2. **Student Behavior and Discipline:**
    - Establish clear, consistent behavior policies and expectations for students, aligned with the Charter School's values.
    - Monitor student behavior and enforce discipline policies when necessary, ensuring that interventions are fair, consistent, and restorative.
    - Lead restorative justice practices, mediation, and conflict resolution to help students reflect and learn from their actions.
    - Work closely with students, parents, and staff to address disciplinary issues, striving for positive behavior change rather than punitive measures.
3. **Foster Relationships with Students:**
    - Build strong relationships with students to understand their needs and support their personal growth and development.

- Serve as a mentor and advocate for students, providing guidance and resources to help them succeed both academically and socially.

4. **Support Social-Emotional Learning ("SEL"):**
    - Partner with the teachers and staff to develop programs that support students' social-emotional well-being.
    - Implement SEL strategies that teach students to manage emotions, set positive goals, and build healthy relationships.
    - Work with families and outside agencies to provide additional support for students' emotional and behavioral needs.
5. **Collaborate with Teachers and Staff:**
    - Work closely with teachers to ensure that classroom management aligns with the Charter School's cultural expectations.
    - Provide professional development and coaching to staff on managing student behavior and fostering a positive classroom environment.
    - Support teachers in using data to identify trends in student behavior and develop strategies for improvement.
    - Encourage staff to use culturally responsive practices that reflect the diversity and uniqueness of the student body.
6. **Engage Families and Community:**
    - Communicate with parents about school culture, student behavior, and ways to reinforce positive behavior at home.
    - Create partnerships with families to support students in achieving personal and academic success.
    - Organize and facilitate parent meetings that teach skills for building positive and supportive relationships with their teens.
7. **Data Monitoring and Reporting:**
    - Track and analyze data related to student behavior, attendance, and discipline to identify patterns and areas for improvement.
    - Use data to inform decisions about interventions, supports, and changes in school culture initiatives.
    - Report regularly to school leadership on the effectiveness of cultural initiatives and behavior policies.

Qualifications:

- **Education:** Bachelor's degree and Pupil Personnel Services credential or Teaching credential required; a Master's degree in education, counseling, or a related field is preferred.
- **Experience:** Experience in teaching, counseling, or student services; prior experience in school leadership or culture-related roles is a plus.
- **Skills:**
    - Strong interpersonal and communication skills to connect with students, staff, and families.
    - Knowledge of restorative justice practices and PBIS.
    - Ability to mediate conflicts and resolve issues in a constructive manner.

- Leadership and mentoring skills to guide staff in maintaining a positive school culture.

Personal Attributes:

- Empathy and cultural sensitivity, especially in working with a diverse student population.
- Strong organizational and problem-solving skills.
- A passion for student development and creating a nurturing school environment.
- Patience, flexibility, and a calm demeanor when addressing student behavior or conflicts.

Job Title: College and Career Counselor

Position Overview

The College and Career Counselor is critical in guiding students through their academic, college, career, and dual enrollment opportunities. This role includes advising students on college admissions, financial aid, scholarship applications, and career exploration. Additionally, the counselor oversees dual enrollment programs, allowing students to earn college credits while still in high school. The counselor works closely with students, families, school staff, and community partners to ensure students are well-prepared for post-secondary education and career goals.
Reports to: Principal

Key Responsibilities:

1. **College Admissions Guidance:**
   - Assist students in navigating the college admissions process, including selecting colleges, completing applications, writing essays, and securing recommendation letters.
   - Advise students on college entrance exams (ACT, SAT, PSAT) and provide information on test preparation resources.
   - Conduct workshops and informational sessions for students and parents on the college application process, post-secondary options, and timelines.
2. **Career Counseling and Planning:**
   - Help students explore career paths through career assessments, interest inventories, and skills assessments.
   - Organize career fairs, job shadowing opportunities, internships, and mentorship programs to expose students to various career fields.
   - Provide job readiness training, such as resume writing, interview skills, and networking opportunities.
3. **Dual Enrollment Program Coordination:**
   - Promote dual enrollment opportunities that allow students to earn college credits while still in high school.

- Assist students with the application and registration process for dual enrollment programs.
- Collaborate with local colleges and universities to ensure that dual enrollment courses align with students' academic goals and post-secondary plans.
- Monitor students' progress in dual enrollment courses and provide support to ensure successful completion.
- Educate students and parents on dual enrollment's benefits, expectations, and potential challenges.

4. **Financial Aid and Scholarship Support:**
   - It provides guidance in completing financial aid forms such as the FAFSA and CSS Profile and understanding financial aid packages.
   - Identify and promote scholarship opportunities to students, assisting them with applying.
   - Conduct financial literacy workshops to educate students and families on budgeting, managing student loans, and understanding college costs.
5. **Student Counseling and Support:**
   - Offer personalized guidance to students on selecting post-secondary pathways that align with their academic strengths, interests, and career goals.
   - Support students through academic challenges or personal obstacles that may impact their post-secondary planning.
   - Develop individualized plans for students who may not follow a traditional college pathway, including vocational training, military options, or direct-to-workforce plans.
6. **Collaboration and Communication:**
   - Work closely with teachers, administrators, and other school staff to provide students with comprehensive academic and career guidance.
   - Engage parents and guardians in post-secondary planning through regular communication and informational sessions.
   - Establish partnerships with local colleges, universities, and businesses to enhance students' college and career readiness opportunities.
7. **Program Development and Events:**
   - Design and implement programs that support college and career readiness, such as college fairs, career panels, and dual enrollment information sessions.
   - Stay up-to-date with trends in higher education, workforce development, and dual enrollment programs to continually improve student services.
   - Track and analyze student outcomes regarding college acceptance rates, scholarship awards, dual enrollment success, and job placements.
8. **Data Management and Reporting:**
   - Maintain accurate records of student counseling sessions, dual enrollment participation, and college and career planning progress.

- Ensure compliance with school policies, district regulations, and state dual enrollment and counseling program guidelines.
- Prepare reports on student outcomes, including college acceptance, scholarship awards, dual enrollment credits earned, and post-secondary plans.

Qualifications:

- **Education:**
  - Bachelor's degree in education, counseling, psychology, or a related field (Master's preferred).
  - Valid school counseling credential or certification (as required by the state).
- **Experience:**
  - Experience in high school counseling, particularly with college and career advising.
  - Familiarity with dual enrollment programs and working knowledge of the college admissions process.
  - Strong organizational, communication, and interpersonal skills.
- **Preferred Skills:**
  - Experience coordinating dual enrollment programs and partnerships with local colleges.
  - Familiarity with college entrance exams, financial aid applications, and scholarship search platforms.
  - Ability to develop and facilitate workshops and events for students and families.
  - Strong networking skills to build relationships with colleges, employers, and community organizations.

Personal Attributes:

- Empathy and Compassion, Strong Communication Skills, Patience and Adaptability, Organizational Skills, Problem-Solving and Resourcefulness, Cultural Sensitivity, Passion for Student Success, Professionalism and Integrity, Collaboration and Teamwork

Job Title: Office Manager

Position Overview

The Office Manager is responsible for supporting the day-to-day operations of the school office, serving as the first point of contact for inquiries, as well as proactively resolving issues. This position requires strong technology and customer service skills, as well as sound independent judgment and the ability to prioritize and juggle many tasks at once with minimal direction.

Reports to: Principal

Key Responsibilities:

1. **Administrative Support:**
    - Oversee the daily operations of the front office, ensuring smooth workflows and efficient service.
    - Manage phone calls, emails, and inquiries from students, parents, staff, and the community.
    - Update and maintain accurate student attendance records and files in the Charter School's database system.
    - Support school leadership with scheduling, communications, and event coordination.
    - Ensure the office is well-organized and stocked with necessary supplies.
    - Process incoming and outgoing mail, distribute communication, and manage deliveries.
    - Coordinate staff schedules, substitute teachers, and room assignments.
    - Oversee the management of school calendars, including event planning and scheduling parent-teacher conferences.
2. **Financial and Budget Support:**
    - Assist with processing purchase orders and tracking expenditures for all school supplies.
3. **Student and Family Services:**
    - Serve as the first point of contact for students and families, providing information and resolving issues related to enrollment, attendance, or school policies.
    - Assist with collecting and processing documentation for enrollment and registration processes.
    - Facilitate communication between the Charter School and families regarding important updates, events, and deadlines.
4. **Compliance and Reporting:**
    - Assist with the preparation of reports for state and district audits.
    - Manage communication regarding student absences, early dismissals, and tardiness.
5. **Technology and Data Management:**
    - Train staff on the use of office equipment and software as needed.
    - Ensure that all technology in the office, such as computers, printers, and phones, is working properly and coordinate repairs when needed.

Qualifications:

- **Education:** High school diploma required; an associate's degree or higher in business administration or a related field is preferred.
- **Experience:** 2-3 years of experience in office management, preferably in an educational setting.
- **Skills:**
    - Excellent organizational and multitasking abilities.
    - Strong written and verbal communication skills.
    - Proficiency in Microsoft Office, Google Workspace, and school data systems.
    - Knowledge of school policies and procedures.

Personal Attributes:

- Strong attention to detail and accuracy.
- Ability to work independently and handle multiple tasks under pressure.
- Customer service orientation, especially when dealing with students, parents, and school staff.
- Problem-solving skills and the ability to anticipate and address challenges.

Job Title: Coordinator of Student Records and Assessment

Position Overview

The Coordinator of Student Records and Assessment manages accurate student records, oversees enrollment and registration processes, and coordinates standardized testing and local assessments.

Reports to: Principal

Key Responsibilities:

1. **Student Records Management:**
    - Maintain accurate and secure student records, both physical and electronic, including personal information, grades, transcripts, and attendance.
    - Ensure compliance with state and federal regulations regarding student privacy (e.g., FERPA).
    - Prepare and distribute transcripts, report cards, and academic reports as requested by students, parents, or educational institutions.
    - Support the Charter School's compliance and reporting requirements by providing accurate student data and reports.
2. **Enrollment and Registration:**
    - Manage the registration process for new and returning students, ensuring all necessary documentation is collected.
    - Handle student transfers, withdrawals, and related documentation, ensuring records are transferred between institutions promptly and accurately.
    - Accurately assign students to appropriate courses and programs based on academic records and course availability.
3. **Test Scheduling and Planning:**
    - Coordinate and schedule standardized testing, including state and local assessments.
    - Communicate testing information, including preparation resources and schedules, to students and parents.
    - Train and supervise proctors and testing staff to ensure proper test administration and security.
    - Prepare testing materials, including securing tests from testing agencies, distributing them to proctors, and collecting completed materials for submission.

- Coordinate pre-testing activities, such as test registration, fee collection, and test preparation workshops.

4. **Test Administration:**
    - Ensure that testing accommodations are made for students with disabilities, working closely with the special education department or 504 coordinators.
    - Ensure compliance with all district, state, and federal guidelines regarding test administration, security, and reporting.
    - Oversee the administration of all standardized tests, ensuring that testing protocols and guidelines are followed.
5. **Record-Keeping and Reporting:**
    - Maintain detailed records of all testing activities, including student participation, test materials, and test results.
    - Provide assessment reports to administrators and teachers and support their understanding of the data.
    - Ensure the secure storage and handling of testing materials to prevent any breaches of security or integrity.

Qualifications:

- **Education:** Bachelor's degree in education, administration, or a related field is preferred.
- **Experience:**
    - 2-3 years of experience in school administration, records management, or data analysis.
    - Experience in managing standardized testing programs is preferred.
- **Skills:**
    - Strong organizational and multitasking abilities.
    - Excellent written and verbal communication skills.
    - Proficiency in student information systems ("SIS"), testing software, and data management tools.
    - Familiarity with standardized testing requirements, including state and federal guidelines.
    - Ability to maintain confidentiality and handle sensitive student data securely.

Personal Attributes:

- Strong attention to detail and accuracy.
- Ability to work independently and handle multiple tasks under pressure.
- Customer service orientation, especially when dealing with students, parents, and school staff.
- Problem-solving skills and the ability to anticipate and address testing or enrollment challenges.

Job Title: High School Teacher

Position Overview

The High School Teacher is responsible for delivering instruction in a specific subject area, and supporting the academic growth and development of students. By creating a positive and engaging learning environment, high school teachers help prepare students for the challenges of higher education, careers, and responsible citizenship. This role involves lesson planning, classroom management, assessment, and collaboration with colleagues and families to foster student achievement.
Reports to: Principal

Key Responsibilities:

1. Instructional Planning and Delivery:

- Develop and implement engaging lesson plans that align with state standards and school curriculum guidelines.
- Use a variety of differentiated instructional strategies, including lectures, group activities, technology integration, hands-on projects, and individualized instruction to accommodate diverse learners.
- Integrate real-world applications, technology, and multimedia resources to engage students and foster deeper understanding of the subject matter.

2. Classroom Management:

- Establish and maintain clear expectations for behavior and classroom procedures to create a safe, respectful, and productive learning environment.
- Use positive behavior management strategies to maintain student discipline and address behavioral issues.
- Foster a classroom culture of respect, responsibility, and cooperation among students.
- Ensure the physical classroom environment is conducive to learning, including organizing materials and resources for easy access.

3. Student Assessment and Evaluation:

- Regularly assess student progress using a variety of methods, including quizzes, tests, projects, essays, and class participation.
- Provide timely feedback on student work, offering constructive comments to promote growth and improvement.
- Maintain accurate records of student performance and communicate progress to students, parents, and administrators.
- Use data from assessments to adjust instruction, reteaching or reinforcing concepts as needed.

4. Professional Development:

- Stay up-to-date with best practices in pedagogy and subject-specific content knowledge by participating in professional development.

5. Support for Student Growth and Development:

- Build positive, supportive relationships with students to encourage academic success and personal growth.
- Act as a role model and mentor, fostering students' social, emotional, and ethical development.

- Participate in parent-teacher conferences, meetings, and communication to keep parents informed of student progress and address concerns.

6. Collaboration with Colleagues:

- Work as part of a collaborative teaching team, participating in professional learning communities ("PLCs") and department meetings.
- Collaborate with other teachers and department heads to develop, review, and refine curriculum to meet academic standards.
- Collaborate with special education teachers, counselors, and administrators to support students with diverse learning needs.
- Share resources, strategies, and ideas with colleagues to promote best practices in teaching.

Qualifications:

- **Education:** Bachelor's degree in Education or the subject area being taught; a Master's degree is preferred but not required.
- **Certification:** Valid CA teaching credential, permit, or other document required for the certificated assignment.
- **Experience:**
    - Prior teaching experience, particularly at the high school level, is preferred.
    - Experience with curriculum development, classroom management, and differentiated instruction is beneficial.
- **Skills:**
    - Strong communication skills for interacting with students, parents, and colleagues.
    - Expertise in the subject matter, with the ability to explain complex concepts in ways that are accessible to high school students.
    - Proficiency in technology, including educational software, online learning platforms, and classroom technology tools (e.g., smartboards, tablets).

Personal Attributes:

- Patience and adaptability, with the ability to work with students of varying skill levels and learning styles.
- A passion for teaching and a genuine interest in helping students succeed both academically and personally.
- Creativity and resourcefulness in designing engaging lessons and activities.
- Strong organizational skills, with the ability to manage time effectively and prioritize tasks.

Job Title: Resource Teacher

Position Overview

The Resource Teacher provides academic support and specialized instruction to students with learning disabilities or special needs. The role is focused on helping students in grades 9-12 meet the goals outlined in their IEPs through targeted interventions, differentiated instruction, and collaborative efforts with general education teachers. The Resource

Teacher works closely with students to ensure their successful transition through high school and prepares them for post-secondary opportunities.
Reports to: Principal

Key Responsibilities:

1. **Individualized Instruction**:
    - Deliver small group or one-on-one instruction to students with IEPs, focusing on areas of academic difficulty such as literacy, mathematics, and organizational skills.
    - Modify and adapt lesson plans to accommodate students' learning styles and needs, ensuring accessibility and alignment with high school standards.
2. **Collaboration with General Education Teachers**:
    - Work alongside subject area teachers to modify in order to differentiate curriculum, assessments, and instructional strategies for students with special needs.
    - Provide support for co-teaching in mainstream classes, helping students integrate and succeed in general education settings.
3. **Development and Monitoring of IEPs**:
    - Participate in developing and implementing IEPs, ensuring that students' educational plans are followed and adjusted when necessary.
    - Monitor progress toward IEP goals and provide regular updates to parents, students, and school staff during IEP meetings and as needed.
4. **Transition Planning**:
    - Assist students in setting academic and personal goals to prepare them for life after high school, including college, vocational training, or employment.
    - Support students in developing self-advocacy skills and understanding their accommodations and modifications for post-secondary education or work environments.
5. **Behavioral and Emotional Support**:
    - Implement behavior intervention plans ("BIPs") for students with behavioral challenges, working collaboratively with school counselors and psychologists.
    - Help students develop coping strategies, problem-solving skills, and resilience to overcome academic or social difficulties.
6. **Assessment and Progress Monitoring**:
    - Conduct formal and informal assessments to track student progress and adjust instruction as needed.
    - Use data to inform instructional decisions and to document student growth toward IEP goals.
7. **Collaboration and Communication**:
    - Collaborate with parents, guardians, and other stakeholders to ensure that students receive comprehensive support at school and home.

- Work with related service providers such as speech therapists, occupational therapists, and school psychologists to deliver a holistic approach to student support.

8. **Compliance and Documentation**:
    - Ensure compliance with all special education regulations, including IDEA, and maintain accurate records of student progress and services provided.
    - Prepare for and participate in state or district audits related to special education services.

Qualifications:

- **Education:**
    - Bachelor's degree in Education or Special Education (required); Master's degree in Special Education or related field (preferred).
    - Valid state teaching credential in Special Education.
- **Experience:**
    - 2+ years of experience working with students with special needs at the high school level (preferred).
- **Skills:**
    - Strong understanding of high school curriculum and accommodations for students with disabilities.
    - Knowledge of laws and regulations related to special education, including IEPs, IDEA, and transition planning.
    - Excellent verbal and written communication skills, with the ability to collaborate effectively with students, teachers, and parents.

Personal Attributes:

- Patience and Empathy, Strong Communication Skills, Adaptability, Collaboration and Teamwork, Organizational Skills, Problem-Solving Abilities, Resilience and Positivity, Deep Knowledge of Special Education Laws, and Commitment to Student Growth.

Job Title: Teacher's Aide

Position Overview

The Teacher's Aide plays a crucial role in ensuring that students receive the attention and support they need to succeed academically. By assisting the teacher in both instructional and administrative tasks, the aide helps create a smooth and effective learning environment for all students, particularly those who may need additional support.

Reports to: Principal

Key Responsibilities:

1. Classroom Support:

- Assist the teacher in preparing instructional materials and setting up and organizing classroom resources, technology, and equipment for lessons.

- Assist students and teachers in using and troubleshooting classroom technology.
- Monitor students during independent work or group activities to ensure they stay on task and understand the instructions.
- Help maintain order and discipline in the classroom by reinforcing classroom rules and procedures.

2. Student Assistance:

- Support the teacher in delivering instruction by working with individual students or small groups to reinforce material and facilitate learning.
- Help students with organizational skills, study habits, and time management to ensure they meet academic expectations.
- Assist students with special needs by helping them follow their IEPs or Section 504 Plans.
- Modify or adapt instructional materials, in partnership with the Resource Teacher, for students with disabilities to help them engage with the lesson and achieve their learning goals.
- Provide physical assistance to students with mobility challenges, ensuring they can participate fully in classroom activities.

3. Student Supervision:

- Supervise students during non-instructional times such as lunch, recess, study periods, or between classes, ensuring their safety and positive behavior.
- Assist with the supervision of students during field trips or school events.

4. Grading and Record Keeping:

- Assist the teacher in grading assignments, quizzes, and tests according to provided guidelines.
- Help maintain student records and update grade books, ensuring accurate data entry and confidentiality.

5. Administrative Support:

- Help with administrative tasks such as photocopying, filing, organizing materials, and preparing classroom displays or bulletin boards.
- Assist with distributing and collecting assignments, materials, or notices.
- Help the teacher manage communication with parents, such as sending home progress reports, newsletters, or other updates.

8. Collaboration with Teachers:

- Work closely with teachers to understand lesson objectives and provide targeted support to students.
- Participate in planning and coordination meetings with teachers to discuss student progress, classroom strategies, and upcoming activities.
- Provide feedback to the teacher on student performance and behavior during activities or group work.

Qualifications:

- **Education:** High school diploma or equivalent required; some college coursework in education or a related field is preferred.
- **Experience:**
    - Experience working with students in an educational setting, is preferred.

    - Experience with tutoring or supporting students academically is beneficial.
- **Skills:**
    - Strong communication skills for interacting with students, teachers, and parents.
    - Patience and empathy when working with students who have diverse learning needs or behavioral challenges.
    - Organizational skills to help manage classroom tasks and ensure students are on track with their work.
    - Basic knowledge of classroom technology and educational software.

Personal Attributes:

- A positive and supportive attitude, with a passion for helping students succeed.
- Flexibility and adaptability to work with a variety of students and in different classroom settings.
- A collaborative mindset, working closely with teachers and other staff to support the needs of the classroom.
- Professionalism, reliability, and the ability to maintain confidentiality regarding student records and progress.

Job Title: Campus Aide

Position Overview

The High School Campus Aide supports the safe and orderly environment of the Charter School by monitoring student behavior, assisting with campus supervision, and enforcing school policies. This role involves overseeing common areas, assisting staff in managing student movement, and ensuring compliance with safety protocols. The Campus Aide works closely with administrators, teachers, and security staff to create a positive and secure environment for students and staff.

Reports to: Dean of School Culture

Key Responsibilities:

1. **Campus Supervision:**
    - Patrol designated areas, including hallways, cafeterias, restrooms, and outdoor spaces, to monitor student behavior and maintain order.
    - Ensure students follow school rules regarding campus boundaries, tardiness, and classroom attendance.
    - Assist in supervising student arrivals, dismissals, lunch periods, and class transitions to prevent overcrowding and ensure safety.
2. **Promote Positive Student Behavior:**
    - Address minor disciplinary issues, redirect students as needed, and promote respect, responsibility, and positive interactions.
    - Reinforce school policies and report any violations to the school administration, including bullying, fighting, or other inappropriate behavior.

- Serve as a role model for students by demonstrating respectful and appropriate behavior.

3. **Safety and Emergency Response:**
    - Assist in implementing and enforcing school safety protocols, including lockdowns, fire drills, and emergency evacuations.
    - Respond to emergencies or incidents on campus, providing first aid or alerting emergency personnel as needed.
    - Notify school administration of any potential safety hazards, such as broken equipment or blocked exits, and ensure areas are safe for use.
4. **Assistance with Student and Visitor Management:**
    - Monitor and assist in managing visitor access to campus, ensuring visitors follow sign-in procedures and wear identification badges.
    - Support attendance and security staff in verifying student whereabouts and reporting unauthorized absences.
    - Guide students needing assistance finding their classes, understanding school procedures, or addressing other concerns.
5. **Collaboration with Staff and Administration:**
    - Communicate regularly with teachers, administrators, and security staff regarding student behavior, campus issues, or potential problems.
    - Assist teachers with classroom management when students are outside of classrooms or during special events, such as assemblies or field trips.
    - Work with school counselors and support staff to assist students needing support or guidance.
6. **Documentation and Reporting:**
    - Document incidents, accidents, or safety concerns on campus, following school protocols for reporting.
    - Complete daily logs or reports on campus activity, recording observations relevant to student behavior or safety.
    - Maintain confidentiality regarding student information and ensure all reports comply with school policies.
7. **Support for School Events and Activities:**
    - Assist in supervising after-school events, sports games, assemblies, and other school activities as required.
    - Help set up, manage, and clean up event spaces, ensuring students and visitors follow the rules and maintain safety standards.
    - Provide crowd control support during events, helping manage student and visitor movement and ensuring compliance with event protocols.

Qualifications:

- **Education:**
    - High school diploma or equivalent.
- **Experience:**
    - Experience working with adolescents in a school or similar setting is preferred.
- **Skills:**

- Basic knowledge of school policies, safety procedures, and behavior management.
- Ability to remain calm in emergencies and respond effectively.
- Good communication and interpersonal skills, with the ability to work effectively with students, staff, and parents.

Preferred Skills:

- First aid and CPR certification.
- Conflict resolution skills and experience working in a supervisory or security role.
- Knowledge of student behavior management techniques.

Personal Attributes of a High School Campus Aide:
Reliability and punctuality, observational skills, calm and composed, effective communication, approachable and supportive, patience and understanding, flexibility and adaptability, and integrity and confidentiality.

Job Title: Plant Manager

Position Overview
The Plant Manager oversees the Charter School's physical plant, which includes maintaining the buildings, grounds, and facilities.
Reports to: Operations Manager

Key Responsibilities

1. Maintenance and Repair

- Ensuring that the Charter School's infrastructure (plumbing, electrical systems, HVAC, etc.) functions properly and safely.
- Routine maintenance tasks, such as fixing broken equipment or coordinating with vendors for larger repairs
- Inspecting the facilities regularly to identify any maintenance or safety issues.

2. Facilities Management

- Managing the overall cleanliness of the Charter School, including overseeing custodial staff or cleaning contracts.
- Monitoring security systems and ensuring that doors, windows, and gates are properly secured.
- Managing waste disposal, recycling programs, and general upkeep of the school grounds.

3. Safety and Compliance

- Ensuring the Charter School complies with all health, safety, and environmental regulations.
- Conducting safety drills, such as fire or earthquake drills, and ensuring the Charter School is prepared for emergencies.

- Maintaining safety equipment like fire extinguishers, emergency lighting, and alarms.

4. Vendor and Contractor Coordination

- Coordinating with external vendors for specialized services (e.g., pest control, HVAC repair, plumbing).
- Managing contracts for services such as landscaping, cleaning, and waste management.
- Ensuring vendors and contractors comply with the Charter School's safety and operational protocols.

5. Budgeting and Resource Management

- Working within the Charter School's budget to manage facilities-related expenses.
- Procuring supplies and equipment needed for maintenance, repair, and cleaning tasks.
- Managing inventory for materials like cleaning products, light bulbs, and repair tools.

6. Event and Activity Support

- Setting up and breaking down equipment or facilities for school events, sports, or other activities.
- Managing the use of school facilities by external groups, if applicable.

7. Energy and Resource Efficiency

- Monitoring and managing the Charter School's energy use to reduce costs (e.g., controlling heating, cooling, and lighting systems efficiently).
- Implementing sustainability initiatives, such as recycling programs or energy-saving practices.

Qualifications:

- **Education:** High School graduation or equivalent
- **Experience:** Two years of custodial experience

Personal Attributes

- Ability to work cooperatively with others
- Ability to perform physical labor
- Ability to keep records and prepare reports

Job Title: Office Clerk

Position Overview

The Office Clerk is responsible for accurately recording student attendance, managing attendance records, and assisting in general office. This role is crucial in ensuring that the Charter School complies with attendance policies and that accurate records are kept for students. The Office Clerk also provides administrative support to the Charter School's front office, interacting with students, parents, and staff daily.

Reports to: Office Manager

Key Responsibilities:

1. **Attendance Management**:
   - Record daily student attendance using the Charter School's attendance system PowerSchool.
   - Monitor student absences, tardiness, and early dismissals, ensuring accurate entry of all attendance data.
   - Verify attendance reports with teachers, cross-checking any discrepancies, and following up as necessary.
2. **Parent Communication**:
   - Contact parents/guardians to verify student absences and document reasons for absences.
   - Respond to calls, emails, or messages from parents regarding attendance, including reporting absences or arranging early pickups.
   - Send automated or manual notifications to parents regarding excessive absences or tardiness in line with school policies.
3. **Attendance Reports**:
   - Generate and distribute daily, weekly, and monthly attendance reports to the principal, teachers, or district officials as needed.
   - Assist in preparing attendance data for state and district reporting purposes.
   - Track patterns of absenteeism and report concerns to the administration for follow-up.
4. **Record Keeping**:
   - Maintain organized attendance records for all students, ensuring that documentation is up-to-date and complies with district and state regulations.
   - Handle attendance-related paperwork, such as excused absence forms, medical notes, and late passes.
5. **General Office Support**:
   - Greet and assist visitors, students, and staff in the front office, providing excellent customer service.
   - Answer and direct phone calls, take messages, and handle routine inquiries related to school operations.
   - Assist with other clerical duties, such as filing, copying, or distributing mail, as needed.
6. **Student Assistance**:
   - Assist students who come to the office due to illness, injury, or other attendance-related issues.
   - Issue tardy slips, early release forms, and other necessary documents to students for their teachers or records.
   - Assist administration when students are pulled out or sent to office for discipline issues.
   - Assist with students when they leave early by making sure all paper work is complete.
7. **Collaboration with Staff**:

- Work closely with the school administrators, teachers, and counselors to ensure accurate communication of attendance records.
- Notify staff of important attendance trends or student issues that may require follow-up, such as excessive tardiness or absenteeism.

8. **Compliance with Attendance Policies**:
   - Ensure that attendance policies are followed according to school, district, and state guidelines.
   - Help implement interventions for students with chronic absenteeism or attendance-related problems, such as attending attendance review meetings.

Qualifications:

- **Education:** High school diploma or equivalent (required); additional coursework in office administration (preferred).
- **Experience:** Experience working in an office setting, preferably in a school or education environment.
- **Skills:**
  - Strong attention to detail and excellent organizational skills.
  - Proficiency with attendance software PowerSchool.
  - Basic knowledge of Microsoft Office Suite.
  - Ability to multitask and work efficiently in a fast-paced environment.

Personal Attributes:

- Strong communication skills, both written and verbal, for interacting with parents, students, and staff.
- Customer service-oriented attitude with a friendly and professional demeanor, with the ability to handle sensitive and confidential information with discretion.

Element 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) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, 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)).

<u>Health, Safety and Emergency Preparedness Plan</u>
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.

<u>Criminal Background Clearances and Fingerprinting</u>
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.

<u>Immunization and Health Screening Requirements</u>
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 dettraermined 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.

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

<u>Suicide Prevention Policy</u>

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.

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.

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

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

LGBTQ Resources Training
Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

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

Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, 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.

DCP2 makes every effort to recruit students of various racial, ethnic, disability, and English learner groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. The Charter School consistently serves a very high proportion of Hispanic students (currently 97%), and over the charter term, an average of 9.4% English Learners . It also attracts and serves a high proportion of students with disabilities (currently 16%, which is a higher ratio than either LAUSD or the State). The outreach plan includes the following activities with informational materials available in English and Spanish:

1. On-going targeted outreach through community-based organizations, including Sylmar Women's Club, Sylmar Neighborhood Council, and Los Angeles Mission College.
2. Attending outreach and student recruitment events upon invitation by neighborhood organizations and schools. (On-going)

3. Use of social media outlets such as Facebook and Instagram, as well as banners in the community to announce recruitment events and opportunities for enrollment. (On-going)
4. Hosting on-campus events to familiarize families and potential students with the school's program (e.g., athletic events, community interest events, Saturday open houses) in spring.

Element 8: Admission Policies and Procedures

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

Documentation of Admissions and Enrollment Processes

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

Homeless and Foster Youth

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

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

Non-Discrimination

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be

submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

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

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

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.)

Admission Requirements

Discovery Charter Preparatory #2 is a tuition-free public school which admits all pupils who wish to attend. To apply for admission, families must complete an Enrollment Application Form, which includes the student's name, grade, birthdate, and contact information. This form must be completed by the third Thursday in October, for admission in the following year. Currently enrolled students shall be continuously enrolled. (No additional application is necessary.)
If the number of pupils who wish to attend our school exceeds capacity, enrollment shall be determined by a random public drawing as described below.

Student Recruitment

DCP2 is committed to serving all students, including, but not limited to, low-income, economically disadvantaged students, students with disabilities, and educationally disadvantaged students. The Charter School tailors its student recruiting efforts and student enrollment processes to attract all students from the communities it serves. All of the methods outlined in Element 7, Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance, are reflective of this mission. Specific activities that will be employed by DCP2 are articulated in Element 7 above.

Lottery Preferences and Procedures

Lottery procedures and timelines will be posted yearly in the main office and on the website beginning on October 1st, in order to communicate to all interested parties the timeline, rules, and procedures to be followed during the open enrollment and lottery processes. Preference for available spaces is given in order of the following:

> Students who reside within the boundaries of the Los Angeles Unified School District

No other preferences shall be given in the lottery or admission process.

Lottery Process

A drawing will be held at Discovery Charter Preparatory #2 on a date and time when most interested parties will be able to attend. The date, time, and location of the lottery each year is communicated in the October 1st website posting. The process will be as follows:

- A neutral member of the community will draw randomly-assigned applicant numbers until all numbers have been called. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

- Random numbers will be assigned to each applicant. These numbers will be listed on a spreadsheet, which will be projected on a screen at the front of the auditorium for all participants to view, and those who have been admitted will be clearly identified on the publicly viewed spreadsheet.

- When all open spaces have been filled, it will be announced that all names that are pulled from that point on will be placed on a waiting list in the order they are drawn. The waiting list is generated by utilizing the admission preferences listed above.

- This process will continue until all randomly-numbered forms have been drawn and all names are listed on the publicly viewed spreadsheet.

Discovery Charter Preparatory #2 will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

Post Lottery Procedures

- Following the drawing (within three school days), the Coordinator of Student Records and Assessment will call the parents of all students to be enrolled and those on the waiting list.

- Parents of students on the waiting list will be informed by the Coordinator of Student Records and Assessment by phone and letter as to the student's place on this list.

- When a student from the waiting list is offered admission, the parent/guardian will have three days to determine whether to accept or reject the offer of admission to the Coordinator of Student Records and Assessment.

- The Coordinator of Student Records and Assessment will maintain all forms and records for all students who participated in the lottery for one year as well as the spreadsheet completed during the lottery drawing documenting the order of names selected.

Enrollment

The enrollment process after the student has been admitted includes the following:

- Enrollment orientation meeting

- Completion of all required forms:
  - Student enrollment form
  - Proof of Immunizations
  - Home Language Survey
  - Completion of Emergency Medical Information Form, including proof of maximum age requirements

- Release of records[1]

[1] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 9: Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

a. ***Provisional Budget – Spring prior to operating fiscal year***
b. ***Final Budget – July of the budget fiscal year***
c. ***First Interim Projections – November of operating fiscal year***
d. ***Second Interim Projections – February of operating fiscal year***
e. ***Unaudited Actuals – July following the end of the fiscal year***
f. ***Audited Actuals – December 15 following the end of the fiscal year***
g. ***Classification Report – monthly according to Charter School's Calendar***
h. ***Statistical Report – monthly according to Charter School's Calendar of Reports***
   In addition:
   - ***P1, first week of January***
   - ***P2, first week of April***
i. ***Instructional Calendar – annually five weeks prior to first day of instruction***
j. ***Other reports as requested by the District***

Annual Audit Procedures

The Board of Directors will hire an independent third-party auditor to perform its annual financial audit, in accordance with Education Code Sections 47605(c)(5)(I) and 47605(m). This auditor must be on the California State Controller's list of auditors approved to conduct charter school audits.

The Principal works with the independent auditor and provides them with all necessary information to complete the audit and ensures that the independent auditor sends the completed audit to the required agencies by the statutory deadline.
Any deficiencies, findings, material weaknesses, or audit exceptions identified in the annual independent financial audit will be resolved by the Principal to the satisfaction of the Board of Directors and the charter-granting agency. The specific process employed to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions

identified in the annual independent financial audit necessarily differs, depending on the nature of the deficiency, finding, etc. Processes employed will likely include policy adoption or revision, and changes in operations.

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)." (Ed. Code § 47605(c)(5)(J)).

<u>General Provisions</u>
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.

<u>Homework to Suspended Students</u>
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)

<u>Students with Disabilities</u>
Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

<u>Notification of the District</u>
Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

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

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

<u>Outcome Data</u>
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.

<u>Rehabilitation Plans</u>
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

Our school culture focuses on creating a safe, respectful and supportive environment that promotes learning and protects the safety and wellbeing of students, staff, and families. Toward this end, DCP2 has implemented a School-Wide Positive Behavior Intervention and Support ("SWPBIS") plan along with a progressive discipline policy that is reviewed by the Board of Directors, administrators, teachers and the PAC each year. This philosophy is consistent with the District's Discipline Foundation Policy and the School Policy and School Climate Bill of Rights Board of Education resolution. The SWPBIS has a three-tiered approach:

- Tier 1 supports focus on the entire student population by creating a school culture conducive to academic and behavioral excellence. This includes positive incentives and a token reward program which rewards students for exemplifying positive behaviors. Each month, the Coordination of Services Team ("COST") meets to determine the effectiveness of these supports.

- Tier 2 and Tier 3 interventions are for students who need more support. When Tier 1 supports are not resulting in improved student behavior, the Student Services Team ("SST") meets to create more targeted interventions, which may include counseling services, meetings with the principal, parent conferences, individualized incentive plans, behavior contracts, social skills training, or referrals to community-based programs.

The SWPBIS will build upon a school wide classroom management plan that will ensure an equitable disciplinary system across classrooms, and clearly articulated and explicitly taught behavioral expectations for all common areas of the Charter School.

Restorative Justice Practices

Staff and faculty have been provided with extensive training on restorative justice practices, including practical strategies to build strong and healthy relationships, the use of circles to facilitate and encourage meaningful communication, restorative conferences, and family engagement and empowerment. The purpose of restorative justice practices in schools is to build a positive school community by repairing relationships between students, addressing harmful behaviors, and promoting accountability through open communication and reflection, aiming to resolve conflicts constructively rather than through punitive measures, ultimately leading to a more supportive learning environment for all students. An added benefit is the reduction in disciplinary issues and suspensions, improved school climate and student engagement, enhanced conflict resolution skills, Increased empathy and understanding between students, and positive impact on student well-being and mental health. The professional development for staff at the beginning of each school year focuses on creating a positive school culture and using group activities to teach and reinforce positive behaviors.

Alternatives to Suspension

The SWPBIS three-tiered approach will be the foundation used to reduce suspensions and expulsions. Before suspension is considered, the student has multiple opportunities to learn new academic and behavioral skills and implement those skills on campus and in the classroom. Other alternatives to suspension will include:

- Behavior monitoring
- Community service
- Coordinated behavior plans
- Educational detention

- Loss of school privileges
- Mentoring/counseling
- Mini courses
- Parent support
- Peer or adult mediation
- Positive contingency contracts
- Reflective activities
- Restitution
- Restorative practices

Monitoring Student Behavior Data

DCP2 utilizes a digital behavior tracking software (PowerSchool Behavior Support) in which teachers and staff log incidents, positive behaviors, and attendance, ensuring data is consistent and easily accessible. DCP2 staff receive training on how to effectively use the behavior tracking systems and interpret the data, helping them understand the significance of behavior data and how to respond appropriately.

Behavior is compiled into regular reports (weekly or monthly) that highlight trends, patterns, and areas of concern. These reports will include metrics such as the frequency of disciplinary incidents, types of behaviors observed, and any correlations with academic performance. DCP2 analyzes the data to identify students who may need additional support. This could involve creating targeted intervention plans or behavioral support strategies based on the specific needs indicated by the data.

Regular meetings with faculty and administration are held to discuss behavior data findings. DCP2 students have opportunities to provide input on the Charter School's behavior policies and their experiences, ensuring that the data collected reflects the student body's perspective. DCP2 sets specific behavior-related goals based on the data and reviews progress towards these goals periodically, allowing for adjustments to strategies as needed.

By employing these methods, Discovery Charter Preparatory #2 aims to create a positive and conducive learning environment, using data to inform decisions and foster student growth.

In-School Suspension

In-school suspension ("ISS") practices will align with the LAUSD Discipline Foundation Policy for in-school suspensions. DCP2 students serving an in-school suspension will be assigned to a designated area within the Charter School, such as a dedicated classroom or resource room. This area will be separate from other classrooms to minimize disruption and ensure a focused environment. A certificated DCP2 staff member will supervise the students in ISS. This supervisor will be responsible for maintaining a structured environment, ensuring student compliance, and providing support as needed. DCP2 students will receive their instructional materials and assignments from their regular teachers. They will be expected to complete work that aligns with the curriculum. The supervisor will assist in facilitating this work and ensuring students stay on task.

During their time in ISS, DCP2 students will have access to behavioral support and counseling services. They may also participate in restorative practices or conflict resolution activities designed to help them reflect on their behavior and develop better coping strategies.

DCP2 parents or guardians will be notified of the in-school suspension via a phone call and a formal written notification. The communication will include:

- The reason for the suspension
- The duration of the suspension
- Information on the instructional support provided
- Opportunities for discussing the situation with school staff

The maximum number of days for in-school suspension will be set at three days per incident. However, in one academic year, a student may not serve more than ten days of ISS for various incidents, ensuring a balance between accountability and educational support.

For offenses typically precluded from in-school suspension, such as hate violence, harassment, threats, or intimidation, or terrorist threats, DCP2 intends to include ISS as an option for these offenses, with specific protocols in place to ensure safety and support. The following measures may be taken to ensure the student is appropriately supervised and supported during ISS.

- DCP2 will conduct a thorough assessment of each incident. In cases involving severe offenses, a multidisciplinary team will determine the appropriateness of ISS.

- Students will be monitored closely by certificated staff during their suspension to ensure a safe environment for all.

- DCP2 will implement restorative practices to address the behavior, emphasizing accountability and the impact of actions on others. This may include mediation sessions with affected parties (when appropriate) and educational discussions about the consequences of hate violence, harassment, and threats.

- DCP2 staff will receive training on how to manage these sensitive situations effectively, ensuring they can provide a supportive environment while maintaining safety.

By implementing these strategies, Discovery Charter Preparatory #2 aims to address student behavior in a manner that upholds safety, promotes accountability, and fosters a positive learning environment.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring anytime including, but not limited to, any of the following: a) while on school grounds; b) while going to or leaving school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school- sponsored activity. Suspended and/or expelled students shall be excluded from all School and School-related activities unless otherwise agreed during the period of suspension or expulsion.

Student Offenses Requiring Mandatory Student Suspension & Expulsion Recommendation

The principal shall suspend and recommend the expulsion of a student upon determination that the student has committed of any of the following acts:

- Possessed, sold, or otherwise furnished a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

- Brandished a knife at another person.

- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

Student Offenses That May Result in Student Suspension or Expulsion

The principal may recommend suspension or expulsion of a student upon determination that the student has committed of any of the following acts:

- Caused, attempted to cause, or threatened to cause physical injury to another person

- Willfully used force or violence upon the person of another, except self-defense.

- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.

- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- Committed an obscene act or engaged in habitual profanity or vulgarity.

- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        - Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        - Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        - Causing a reasonable student to experience substantial interference with their academic performance.
        - Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    - "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        - A message, text, sound, video, or image.

        - A post on a social network Internet Web site including, but not limited to:

- Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph defining “Bullying” above.

- Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph defining “Bullying” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed in subparagraph defining “Bullying” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- An act of cyber sexual bullying.

    - For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs under the definition of “Bullying” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding subparagraphs defining “Bullying” and “Electronic Act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to the above subsections.

- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Hearing Officer or Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

• The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

• The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

• The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Out-of-School Suspension Procedures

Suspensions shall be initiated by the Principal according to the following procedures:

1. Conference: Suspension shall be preceded, if practicable, by a conference conducted by the Principal or the Principal's designee with the student and their

parent and, whenever practical, the teacher, or school employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the 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 them and they shall be given the opportunity to present their version and evidence in their defense. The process for investigating incidents and collecting evidence will be fair and thorough.

This conference shall be held within two (2) 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.

2. Notice to Parents/Guardians: At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, the specific offense committed by the student, and the date and time when the student may return to school. If the principal or the principal's designee wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of in-school suspension will not exceed two (2) days per incident and five (5) days in one academic year. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. For students with an IEP and students with a Section

504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year. If a suspension reaches 10 school days, the Charter School shall provide timely, written notice of the charge(s) against the pupil and an explanation of the pupil's basic rights, and a hearing adjudicated by a neutral officer w/in a reasonable number of days. At which the pupil has the right to bring legal counsel or an advocate. These limits apply to all students, including students with IEPs or Section 504 Plans.

4. Homework Assignments During Suspension: In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams.

   In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. Suspension Appeals: All suspensions are at the discretion of the Principal. Parent/Guardians are notified in advance of the enactment of the suspension or expulsion and can appeal a student's suspension. All appeals must be submitted in writing to the Principal within five (5) calendar days of the date the Principal took final action to suspend the student. The completed notice may be delivered in-person, by email, mail or fax to the school Principal. Upon receipt of the notice of appeal, the Principal or designee will notify the parent/guardian in writing of the hearing date, place, and time at least 24 hours before the hearing, and the hearing will be held within five school days of the receipt of the notice of appeal. A quorum of the DCP2 Board of Directors shall hear the appeal and render a final decision which shall be forwarded to the parent/guardian by email, personal service or certified mail within three (3) days of the final hearing.

Students with Disabilities

The Charter School will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are

met. The Charter School will also ensure staff are knowledgeable about and comply with the District's Discipline Foundation Policy.

Interim Placement Procedures

The Charter School currently participates in an MOU with LAUSD, "The MOU for Alternative Educational Placement in LAUSD", to ensure appropriate interim placement occurs and meaningful education is provided. If the MOU is not in effect the Charter School will ensure the student receives all assignments from each class in a timely manner.

If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, to be coordinated with the LAUSD Support Unit, Division of Special Education, as well as Charter Operated Programs ("COP").

Expulsion Procedures

The Hearing Officer (designated from among the Expulsion Panel or Board), Expulsion Panel (consisting of certificated employees), and the Board of Directors (pursuant to an appeal) have the authority to expel a student. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations:

1. The pupil's presence will be disruptive to the education process; or

2. The pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended up to a maximum of 30 school days from the date of the recommendation for expulsion pending the results of an expulsion hearing.

Expulsion Hearing: Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Reasonable accommodations and language support will be ensured by conferring with the family and provided what is needed. The hearing will be held within 30 days after the Principal determines that the student committed an act subject to expulsion and the recommendation for expulsion has been made. The expulsion hearing will be presided over by either a neutral Hearing Officer who has no involvement with the student or an Expulsion Panel of at least one administrator not involved in the case and one full-time credentialed teacher from the Charter School who does not currently teach the student.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based;

3. A copy of The Charter 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 Charter School to any other School district or School to which the student seeks enrollment;

5. An explanation of 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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;

7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;

8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Interim Placement

The Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process. For students with an IEP and students with a Section 504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year. If a suspension reaches 10 school days, the Charter School shall provide timely, written notice of the charge(s) against the pupil and an explanation of the pupil's basic rights, and a hearing adjudicated by a neutral officer w/in a reasonable number of days. At which the pupil has the right to bring legal counsel or an advocate. The maximum number of days a suspension can be extended is up to 30 school days from the recommendation for expulsion, but the student continues to get notice about the status until the final decision is made. The Charter School seeks to minimize the loss of instructional time for a student

awaiting the results of an expulsion hearing. The student will be placed in an alternative education setting per our agreement with the District for no more than 20 days.

If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education in conjunction with Charter Operated Programs. Interim placements for students with disabilities will follow the IEP process.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the hearing officer or Expulsion Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The hearing officer or Expulsion Panel conducting the expulsion hearing may also arrange the seating within the bearing room to facilitate a less intimidating environment for the complaining witness.

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

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

7. If one or both of the support persons is also a witness, The Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to The Charter School. The hearing officer or chairperson 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 hearing officer or presiding official (chairperson) shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the hearing officer or presiding official from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

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

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

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

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. If parents or students request a copy of the recording, it is provided to them in a thumb drive.

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 decision by the Hearing Officer or Expulsion Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer or Expulsion Panel 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 accused 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 their testimony heard in a session closed to the public.

The decision of the Hearing Officer or Expulsion Panel shall be in the form of written findings of fact. If the expulsion-hearing panel decides not to expel, the pupil shall immediately be returned to their educational program at The Charter School.

Written Notice to Expel

Following a decision of the Hearing Officer or Expulsion Panel to expel, the Principal or designee shall send written notice of the decision to expel within 10 school days after the conclusion of the hearing, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with The Charter School

3. Information regarding appeal rights and process

4. Information regarding rehabilitation and reinstatement eligibility

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence; this notice shall include the following:

1. The student's name

2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

Appeals

Expulsions are recommended by the Principal and decided by the Hearing Officer or Expulsion Panel. Parent/Guardians are notified in advance of the enactment of the expulsion order and can appeal a student's expulsion. Enactment of an expulsion occurs immediately after the Hearing Officer or Expulsion Panel has made their final decision. Any appeals may be presented to the Charter School Board of Directors within 5 school days of the Hearing Officer or Expulsion Panel's decision. The appeal will be heard by the Charter School Board of Directors. The Board will make a decision within 10 days of receiving the appeal, and the student will be considered suspended until the Board reaches its decision. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. The Board will make a final decision based on the information from the original expulsion hearing and any additional information presented by the appealing students or their parents/guardians. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the Board's decision. The decision of the Board of Directors will be final. Notice to the pupil and Board will be delivered in writing. A copy of the expulsion hearing record shall be furnished to the Board.

Expelled Pupils/Alternative Education

The Charter School will assist parents in seeking alternative education programs due to expulsion. Post-expulsion support will be provided by the Charter School in order to ensure continued access to education. The Charter School shall provide assistance in contacting alternative education programs and help to facilitate the transition, making sure that the

selected alternative education program receives all relevant records and documents, and following up to ensure students have continued access to education.

Outcome Data

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

Rehabilitation Plans

A conference will be held with the parent/guardian, student, and Principal's designee prior to reassignment to another school. The purpose of the conference will be to hear the student's concerns and to aid the student in taking the next steps toward reintegrating into a new school community. The Charter School shall provide the student and parent with assistance in contacting alternative education programs and help to facilitate the transition.

The Charter School will also assist the student in developing a rehabilitation plan, which may include a reflective personal statement, recommendations for counseling, youth development programs, rehabilitative programs, and community service. The student's rehabilitation program may provide for the involvement of the student's parent or guardian in the student's education, but a parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Charter School board's determination as to whether the student has satisfactorily completed the rehabilitation program.

Reinstatement

A student who is expelled from the Charter School shall be given a rehabilitation plan at the time of the expulsion order. The plan may include periodic review and assessment at the time of review for consideration of reinstatement, which will not be more than one year from the date of expulsion.

Students expressing interest in reinstatement will be offered the opportunity to schedule periodic meetings with the Principal's designee to share their rehabilitation progress and set additional goals toward securing reinstatement. The Principal's designee shall document student progress and retain such documentation as support for the Board's future consideration of reinstatement for the student.

It is the responsibility of the student's parent or legal guardian to prepare and submit a petition for reinstatement.

The decision to readmit a student shall be in the sole discretion of the Charter School Board of Directors following a meeting with the Principal, the student, and parent or guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding their determination.

The Board shall act to either unconditionally reinstate, conditionally reinstate, or not reinstate the student at its next board meeting. If the Board elects to conditional reinstatement a student, the Board may require the student to agree in writing to specific conditions before the student's reinstatement. The conditions could include a behavior contract; participation in or completion of an anger management program or other appropriate counseling; periodic progress reviews; or specified immediate consequences for failure to abide by a condition.

Readmission

After successfully attaining reinstatement, a formerly expelled student may reapply and be readmitted to the Charter School. The student's readmission is contingent upon the Charter School's capacity at the time the student seeks readmission.

Element 11: Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

The Charter School and all of its employees will contribute to Federal Social Security. In addition, the Charter School will offer a voluntary private 403(b) Thrift Plan to all employees (classified and certificated). Thus, Charter School employees are not covered by State Teachers' Retirement System ("STRS") or Public Employees Retirement System ("PERS"). The voluntary 403(b) Thrift Plan is managed by the Operations Manager and the Board of Directors who will ensure that appropriate arrangements for the plan are in effect. The Charter School also contributes the legally required amount to Medicare on behalf of all its employees.

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.

Informing Parents and Students of Public School Attendance Alternatives

No student will be required to attend DCP2. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District's School Choices brochure.

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

Discovery Charter Preparatory #2

c/o Karen Smith, Principal
13570 Eldridge Avenue
Sylmar, CA 91342

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

Discovery Charter Preparatory #2
c/o Karen Smith, Principal
13570 Eldridge Avenue
Sylmar, CA 91342

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

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

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

Closure Action

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references

to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. ***The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.***
2. ***Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.***
3. ***Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.***
4. ***The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.***
5. ***The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.***
6. ***The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.***
7. ***Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.***

8. ***All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.***

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

1. ***The effective date of the closure of Charter School***
2. ***The name(s) and contact information for the person(s) handling inquiries regarding the closure***
3. ***The students' school districts of residence***
4. ***How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements***

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

1. ***A description of the circumstances of the closure***
2. ***The location of student and personnel records***

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. ***Information on how to enroll or transfer the student to an appropriate school***
2. ***A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results***
3. ***Information on student completion of college entrance requirements, for all high school students affected by the closure***

Notification of employees and vendors shall include:

1. ***The effective date of the closure of Charter School***
2. ***The name(s) and contact information for the person(s) handling inquiries regarding the closure***
3. ***The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment***

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

<u>Records Retention and Transfer</u>
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.

The Charter School's Principal shall serve as the Charter School's closure agent in the event that the Charter School closes.

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:

- ***<u>Use</u>: 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.***

- ***<u>Furnishings and Equipment</u>: 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.***

- ***<u>Leasing; Licensing</u>: 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.***

- ***<u>Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:</u>***

  (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, certificatesof 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).)

ADDENDUM

Assurances, Affirmations, and Declarations

Discovery Charter Preparatory #2 (also referred to herein as "DCP2" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter

School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

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

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

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

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

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

and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School

chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based

software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

Element 2 – Measurable Pupil Outcomes and

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 all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California

Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

Responding to Inquiries

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

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

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

Notification of the District

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

Student Records

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

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.

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

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

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

SUICIDE PREVENTION POLICY

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

ALL GENDER RESTROOMS

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

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

RECESS

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

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

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

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

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

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

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services

(collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

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

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

Element 8 – Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code,

as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable

accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

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

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

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

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:

C. Was the misconduct caused by, or directly and substantially related to the student's disability?
D. 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:
  C. Was the misconduct caused by, or directly and substantially related to the student's disability?
  D. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

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.

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

Director/Principal
Discovery Charter Preparatory #2
c/o Karen Smith, Principal
13570 Eldridge Avenue
Sylmar, CA 91342

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

   Director/Principal
   Discovery Charter Preparatory #2
   c/o Karen Smith, Principal
   13570 Eldridge Avenue
   Sylmar, CA 91342

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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

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

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

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

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the

closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

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

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

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

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

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

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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

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

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

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

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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:

(iii) 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

(iv) 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.

(iii) 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.

(iv) 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:

5. 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.

6. 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.

7. 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.

8. 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.

10. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

12. 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.

13. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

14. 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).)