



LEGACY
COLLEGE PREP
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Charter Renewal Petition Submitted to the
Board of Education
of the Orange County Department of Education

July 1, 2021 to June 30, 2026

Date of Submission: October 7, 2020

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Assurances and Declaration

As the authorized lead petitioner, I, Oliver Sicat, hereby certify that the information submitted in this petition for a California public charter school to be named Ednovate - Legacy College Prep ("Legacy College Prep," "LCP" or the "Charter School"), and to be located within the boundaries of the Santa Ana Unified School District ("SAUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will comply with California Education Code sections 42100(b), 47604.33, 47605(b), (c), (d), (g), (l) and (m), 47605.6, 47612.5, and 51747.3(a) and all other applicable federal, state and local laws and regulations, including, but not limited to, ensuring that the school will:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of actual or perceived 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, or association with an individual who has any of the aforementioned characteristics.
- Admit all pupils who wish to attend the school. Cal. Education Code § 47605(d)(2)(A).
- Determine admission by a public random drawing if the number of pupils who wish to attend the school exceeds the school capacity, with lottery exemption for existing pupils of the charter school, siblings of enrolled students, and children of staff members (not to exceed 5%). Cal. Education Code § 47605(d)(2)(B). Preference will be given to pupils who reside in the Santa Ana Unified School District, or other preferences permitted by the charter authority that are consistent with the law.
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and will comply with minimum age requirements for public school attendance. Cal. Education Code § 47610(c).
- Not require any child to attend Legacy College Prep, nor any employee to work at the charter school.
- In accordance with Education Code § 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, Legacy College Prep will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School.
- Be deemed the exclusive public school employer of the employees of Legacy College Prep for purposes of the Educational Employment Relations Act.
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- Meet all statewide standards and conduct the student assessments required, pursuant to Education Code § 60605, and any other statewide standards authorized in statute, or assessments application to students in non-charter public schools. The school will certify that its pupils have participated in the state testing programs specified in Education Code section 60600 et seq., as a condition of apportionment of state funding.
- Comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- Comply in a timely fashion with all reporting requirements, including enrollment, attendance (ADA), standardized testing, and other data and information required.
- Ensure that teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. These documents will be maintained on file at the charter school and will be subject to periodic inspection by the chartering authority. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers.
- Comply with the terms of Education Code § 47611 (STRS).
- Maintain all necessary and appropriate insurance coverage at all times.
- Comply with all applicable laws and regulations relating to charter school facilities.
- Agree to standard authorizer requirements and processes regarding supervisory oversight, funding and services for special education students, inspection and audit requirements as aligned to applicable laws.
- Comply with the Brown Act, nonprofit integrity standards, and applicable federal and state laws regarding ethics and conflicts of interest.
- Comply with the Family Educational Rights and Privacy Act.
- Comply with the Public Records Act.
- Be solely responsible for the debts and obligations of the charter school.
- Submit a timely renewal application for the charter before the expiration of the initial five-year charter term.
- Consult regularly with its parents, guardians, and teachers regarding the school's educational program.
- The charter school will offer at least the minimum amount of instructional time at grade levels specified in Education Code section 47612.5(a)(1) and will maintain contemporaneous written records of all pupil attendance which will be made available for audit and inspection in accordance with law.
- Meet or exceed the legally required minimum of school days.
- A charter school that provides independent study will comply with the same statutory requirements as do other public schools.
- A charter school will not claim state funding for the independent study of a pupil if the school has provided any funds or other things of value to the pupil or his or her parent or guardian that the school does not provide to pupils who attend regular classes or to their parents or guardians. A charter school will not claim state funding for the independent study of a pupil if the school has provided any funds or other things of value to the pupil or his or her parent or guardian that the chartering authority could not legally provide to a similarly situated pupil in a school within the jurisdiction of the chartering authority.
- Not permit concurrent enrollment of any of its students in a private school.
- The petitioner(s) will provide financial statements that include the proposed first-year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operation.
- An annual statement of all receipts and expenditures will be approved and filed with the chartering authority by September 15.
- Annual budget and financial reports will be submitted to the chartering authority and the Orange County Office of Education/County Superintendent of Schools:
 - Preliminary annual budget on or before July 1.
 - First interim financial report on or before December 15. This report will reflect changes through October 31.
 - Second interim financial report on or before March 15. This report will reflect changes through January 31.
 - Final unaudited report for the full prior year on or before September 15.
- An annual, independent, financial audit report will be transmitted to the chartering authority, the State Controller, the Orange County Office of Education/County Superintendent of Schools, and the State Department of Education by December 15.
- The petition contains assurances of a Free Appropriate Public Education (FAPE) for special education students.

- All eligible students will receive FAPE in accordance with applicable state and federal laws and regulations as well as the policies and procedures of the Local Plan of the Special Education Local Plan Area (SELPA) that funds this charter school.
- No student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services.
- Facilities used by the charter school do not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program.
- The charter school petition will contain a reasonably comprehensive description of the charter school's educational program as it relates to the provision of special education services, including but not limited to the following
 - Implementation of support activities, such as Student Success Teams, prior to referrals for special education assessment.
 - Procedures for ensuring that students are referred, assessed, and served in a timely manner.
 - A full continuum of placement options that includes specialized instruction and related services.
- Comply with all regulations, reporting and processes associated with Charter School Accountability Plans under the Local Control Funding Formula. Ed. Code § 47606.5.
- May encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Oliver Sicat
CEO
Ednovate

Preference for this Petition

Ednovate, on behalf of Legacy College Prep, submits this petition to the Board of Education of the Orange County Department of Education ("OCDE" or "the County") as its sponsoring authorizer and is requesting charter approval for a period of five years. "In reviewing petitions for the establishment of charter schools within the school district, the school district governing Board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition, Legacy College Prep will offer a comprehensive learning experience that is designed to serve the needs of such students.

Accordingly, this charter petition is entitled to preference in the review and approval process.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

“A description of the educational program of the charter school, designed, among other things, to identify those pupils 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. (ii) A description, of 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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. (iii) 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 (b) (5) (A) (i) – (iii).

COMMUNITY NEED FOR CHARTER SCHOOL

Legacy College Prep is an independent, site-based charter school using an innovative educational model to serve high needs students in grades 9-12. The mission of Legacy College Prep is to close the college graduation gap for first generation and low-income families by giving our students a multigenerational purpose for college and career, significantly advancing academic proficiency through a personalized curriculum and developing specific mindsets that yield success through high school, college and a career in a global economy. Ultimately, the vision of Legacy College Prep is for students to use their college degrees and careers to make a positive multigenerational change.

Legacy College Prep is the third charter school operated by Ednovate, Inc. (“Ednovate”), a California nonprofit public benefit corporation founded in partnership with the University of Southern California Rossier School of Education (“USC Rossier”). Ednovate originally was established to facilitate the development of USC Hybrid High School, which was authorized by the Los Angeles Unified School District (LAUSD) and opened in 2012. Today, Ednovate operates seven public charter schools (collectively, “Ednovate Schools”):

- **Ednovate - USC Hybrid High (USC HH):** opened in 2012, currently serves 551 students in grades 9-12 in South Los Angeles, with 84% Free and Reduced-Price Lunch (2019-2020 FRPL), 84% Hispanic/Latino, 13% African American, 1.5% Asian, 8% English Learners (ELs), 12% Special Education (SpEd) and 0.2% Homeless/Foster Youth (H/FY).
- **Ednovate - East College Prep (East):** opened in 2015, currently serves 390 students in grades 9-12 in Lincoln Heights, with 79% Free and Reduced-Price Lunch (2019-2020 FRPL), 90% Hispanic/Latino, 3% African American, 1.5% Asian, 10% English Learners (ELs), 12% Special Education (SpEd) and 0.5% Homeless/Foster Youth (H/FY).
- **Ednovate - Legacy College Prep (Legacy):** opened in 2016, currently serves 336 students in grades 9-12 in Santa Ana, with 69% Free and Reduced-Price Lunch (2019-2020 FRPL), 96% Hispanic/Latino, 0.6% African American, 1.2% Asian, 30% English Learners (ELs), 13% Special Education (SpEd) and 5.4% Homeless/Foster Youth (H/FY).
- **Ednovate - Brio College Prep (Brio):** opened in 2017, currently serves 423 students in grades 9-12 in Downtown Los Angeles, with 81% Free and Reduced-Price Lunch (2019-2020 FRPL), 82% Hispanic/Latino, 11% African American, 2.4% Asian, 8% English Learners (ELs), 13% Special Education (SpEd) and 1.2% Homeless/Foster Youth (H/FY).
- **Ednovate – Esperanza College Prep (Esperanza):** opened in 2017, currently serves 423 students in grades 9-12 in East Los Angeles, with 77% Free and Reduced-Price Lunch (2019-

2020 FRPL), 95% Hispanic/Latino, 0.2% African American, 0.2% Asian, 12% English Learners (ELs), 15% Special Education (SpEd) and 0.2% Homeless/Foster Youth (H/FY).

- **Ednovate College Prep 6:** Approved to open 2021
- **Ednovate College Prep 7 (South LA College Prep):** opened in 2020, currently serves 127 students in grade 9 in South Los Angeles, with 76% Hispanic/Latino, 17% African American, 1% Asian, 20% English Learners (ELs), 9% Special Education (SpEd) and 2.4% Homeless/Foster Youth (H/FY). We are still collecting Free and Reduced Lunch forms, but anticipate South LA College Prep will serve similar populations to the other Ednovate schools, based on our historical numbers.

Combined, across the network, 99% of our students are non-white, 78% qualify for FRPL (2019-2020 data), 13% are current EL (with another 46% Reclassified Fluent-English Proficient (RFEP)), 13% are SpEd and 1.3% are F/HY.

Our overarching goal is to ensure that *100% of our graduates* – all from historically under-served communities across Southern California -- 100% of our students are accepted into a 4-year university, with a 73% initial ECC rate; those not on a 4-year path are on a stable career path. We refer to our mission as “**Positive Multigenerational Change**”: we want everyone in our school community to engage in effecting better lives for themselves and their communities. Notably, while only 55% of OCDE’s and 43.5% of Santa Ana Unified’s 2019 high school graduates met “A-G” requirements for admission to California’s public universities,¹ **Ednovate has achieved a 100% A-G completion rate and 99% of our graduates in Legacy College Prep’s first graduating class have been admitted to a 4-year college or university.**² We aim to work towards closing the college attainment gap for students from households with incomes less than 33K annually, which is also connected to race. We know that there is a real, long term, financial incentive to graduate from college. A study by Georgetown University calculates that a college degree will earn a person approximately \$2,800,000 more in their lifetime when compared to only having a high school diploma.³

Relationship with the University of Southern California (USC)

Ednovate was founded in partnership with USC Rossier; the Dean of USC Rossier, Dr. Karen Gallagher, was our Founding Board Chair, and still serves on the board as a member today, providing an important link to our partners at the University. USC HH was approved by the University’s Provost Council and given the right to brand as “USC,” along with myriad in-kind supports and collaborations that continue to benefit our schools.⁴ For example, Ednovate seniors now have access to all University of Southern California Libraries, to facilitate work on their senior theses. Also, two faculty researchers at USC Rossier have been conducting a longitudinal study of Ednovate alumni – at no cost to Ednovate -- to determine whether our high school model does, in fact, better prepare educationally disadvantaged students to persist in college and what qualities of the model best achieve this goal.

¹ CDE Dataquest.

² Our flagship school, USC HH, has graduated four cohorts of seniors, starting with the Class of 2016. East College Prep graduated its first class in spring 2019. Legacy graduated its first class in 2020; Brio and Esperanza will follow in 2021.

³ [The College Payoff](https://cew.georgetown.edu/cew-reports/the-college-payoff/). The Georgetown Center on Education and the Workforce <<https://cew.georgetown.edu/cew-reports/the-college-payoff/>>

⁴ USC and Ednovate realized that the use of the USC name with our schools created some branding and legal challenges, so our Board shifted to naming schools “Ednovate” to facilitate more flexibility, while still demonstrating significant partnership with the University.

SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM

In accordance with AB 1505, to qualify for renewal under clause (i) of subparagraph (A) of paragraph (2), subparagraph (A) of paragraph (1) of subdivision (a) of Section 47607.2, or paragraph (2) of subdivision (a) of Section 47607.2, the charter school shall have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding the renewal decision. To qualify for renewal under clause (ii) of subparagraph (A) of paragraph (2), subparagraph (B) of paragraph (1) of subdivision (a) of Section 47607.2, or paragraph (2) of subdivision (a) of Section 47607.2, the charter school shall have performance levels on at least two measurements of academic performance for at least two subgroups. A charter school without sufficient performance levels to meet these criteria shall be considered under subdivision (b) of Section 47607.2.

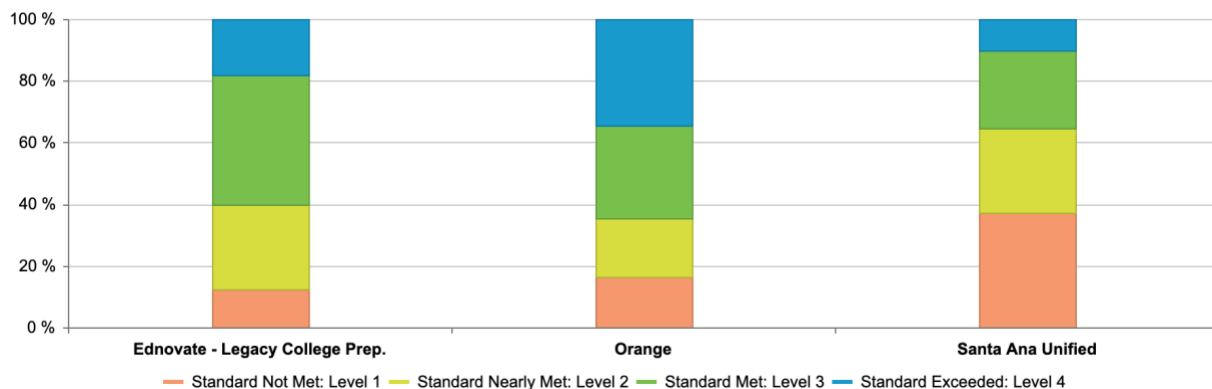
(6) For purposes of this section and Section 47607.2, if the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year.

Performance on the California State Tests

The California Assessment of Student Performance and Progress (“CAASPP”) is available to high schools in grade 11 only. Legacy College Prep had 11th grade students in 2019 and 2020, however, CAASPP was canceled in 2020 due to COVID-19. Therefore, Legacy College Prep has only one year of CAASPP performance data and was not assigned any performance colors on the CA Dashboard for measures of academic achievement.

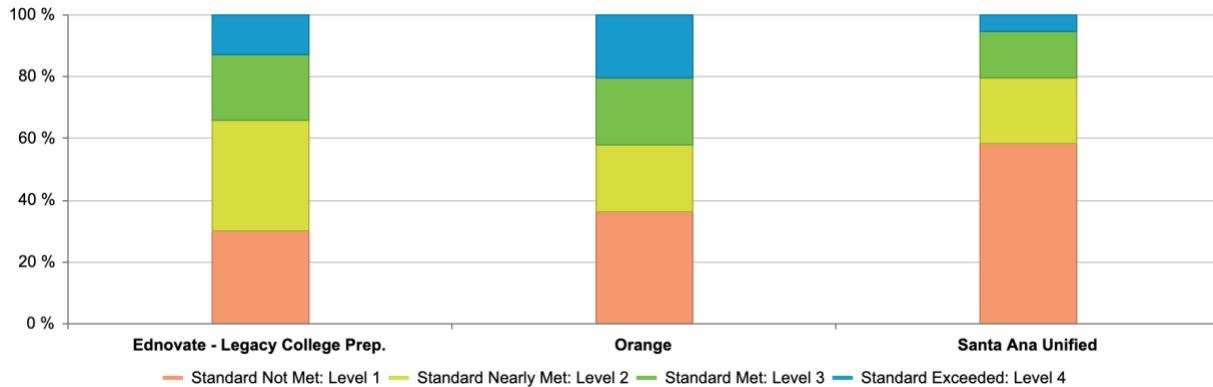
Smarter Balanced Assessment Consortium (SBAC) student performance results in 2019 show that Legacy College Prep students are meeting or exceeding ELA and Math standards at rates greater than Santa Ana Unified and the state of California. Compared to OCDE as a whole, Legacy College Prep students are meeting or exceeding ELA and Math standards at approximately similar rates for all students.

**2019 CAASPP Smarter Balanced ELA
(All Students)⁵**



⁵ CAASPP website

**2019 Smarter Balanced Math
(All Students)⁶**



A closer look at subgroup performance reveals that Legacy College Prep has achieved stronger SBAC results for historically underserved student populations when compared to the subgroup performance data of OCDE, Santa Ana Unified, and the state of CA. SBAC results are shown below all students and for subgroups with numerically significant numbers of students tested: Hispanic / Latino students, Socioeconomically Disadvantaged Students (“SED”), and Reclassified fluent English Proficient (“RFEP”) students. Subgroups not shown below indicate that the numbers of students tested in that subgroup were not numerically significant.

2019 SBAC ELA and Math - Grade 11⁷

	All Students		SED		RFEP ⁸		Hispanic / Latino	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Legacy College Prep	60%	34%	59%	32%	66%	38%	59%	33%
Resident Schools Average	44%	24%	42%	23%	49%	26%	43%	23%
Valley High School	29%	14%	29%	14%	38%	18%	28%	13%
Hector G. Godinez Fundamental High School	50%	36%	49%	35%	53%	39%	50%	36%
Saddleback High	31%	22%	30%	21%	37%	24%	31%	21%
Santa Ana High School	30%	14%	29%	13%	38%	16%	30%	14%
Century High	35%	12%	36%	12%	47%	15%	35%	12%
Segerstrom High	50%	30%	48%	26%	51%	30%	48%	28%

⁶ Ibid.

⁷ Ibid.

⁸ Legacy College Prep did not test a significant number of English Learners in 2019. Thus, the results for RFEP students are reported instead.

NOVA Academy	65%	33%	65%	32%	75%	38%	63%	32%
OCDE	65%	42%	51%	27%	65%	39%	49%	22%
Santa Ana Unified	35%	20%	34%	19%	42%	23%	35%	19%
State of CA	57%	32%	47%	21%	59%	30%	48%	20%

Other Measures of Academic Performance

Performance on the ACT

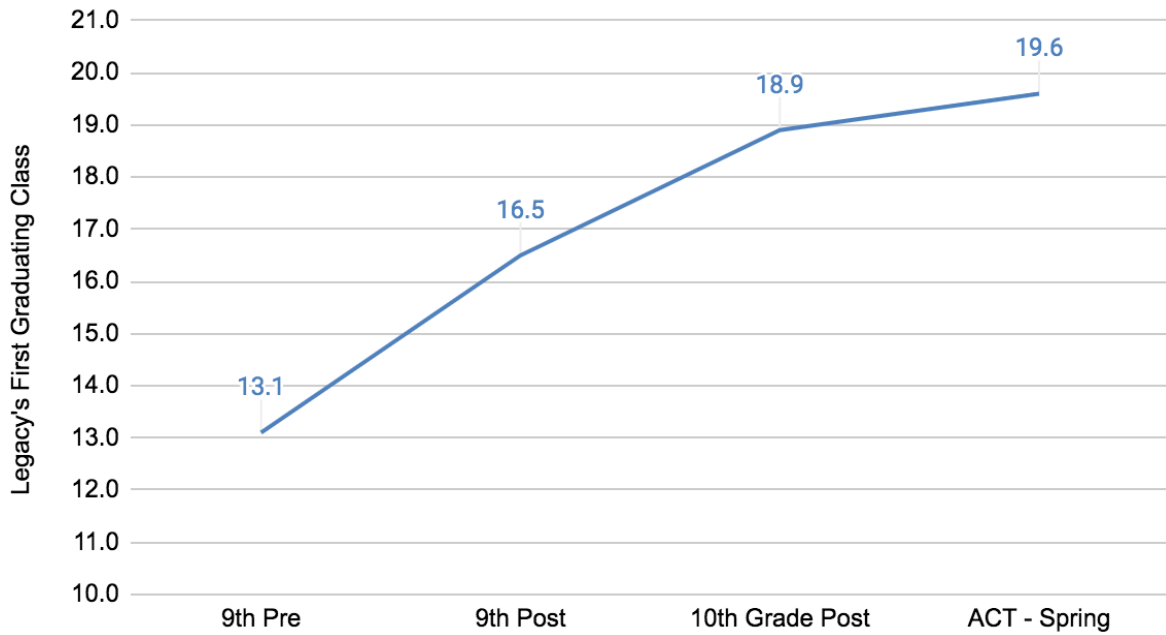
In order to better track student cohort growth over time and to measure proficiency levels with meaningful data teachers can use to differentiate instruction on a continuous basis, we use the ACT suite of assessments. The ACT has long defined college and career readiness as “the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution without the need for remediation.”⁹ Every 9th grader or newly entering student takes a four-part (English, Math, Reading and Science), four-hour ACT benchmark exam during the first week of the school year. The same test is administered at the end of each year, with pre-/post- testing repeated annually. We expect 9th graders to have a minimum composite score of 14 points, 10th - 16, and 11th -18.

Students have shown tremendous growth during their time at Legacy College Prep. Pre- and Post-ACT data provides nationally normed, valid, and reliable test results, enabling us to measure the growth of our students year over year. Legacy College Prep’s first graduating class of seniors has demonstrated strong growth on the ACT across all subgroups¹⁰.

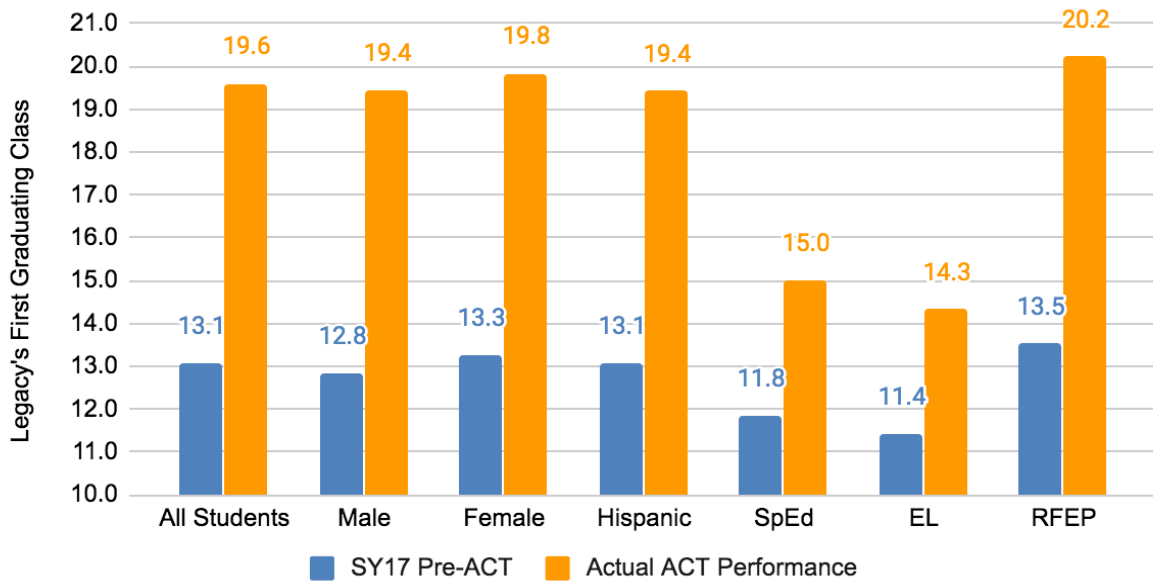
⁹ ACT. Retrieved from <https://www.act.org/content/dam/act/unsecured/documents/Plan-CommunicationText.pdf>.

¹⁰ Below graphs from internal Ednovate assessment data and Official ACT data.

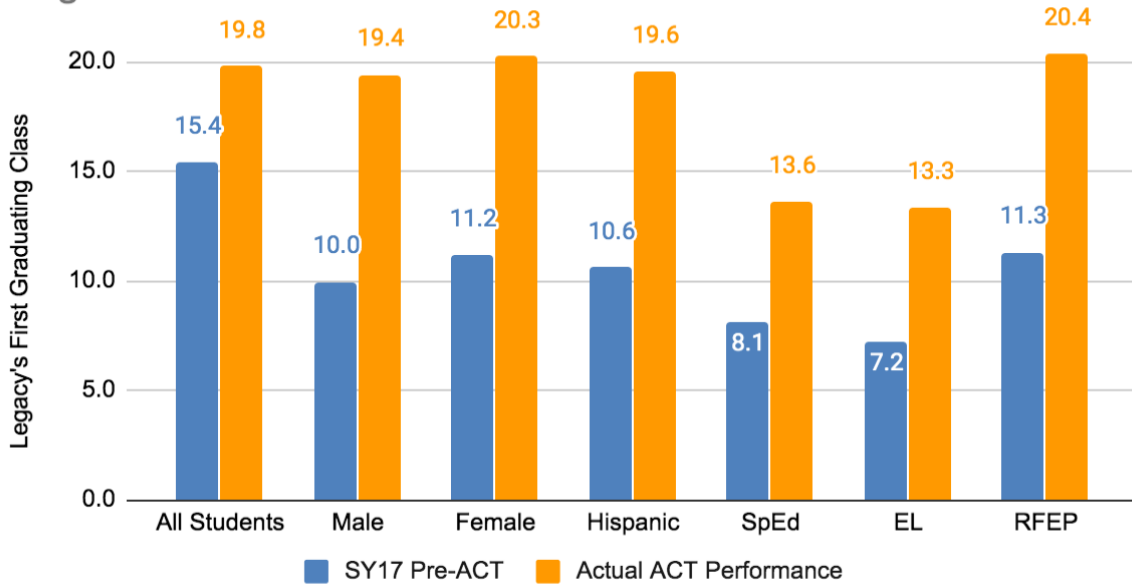
Legacy's First Graduating Class ACT Performance Over Time



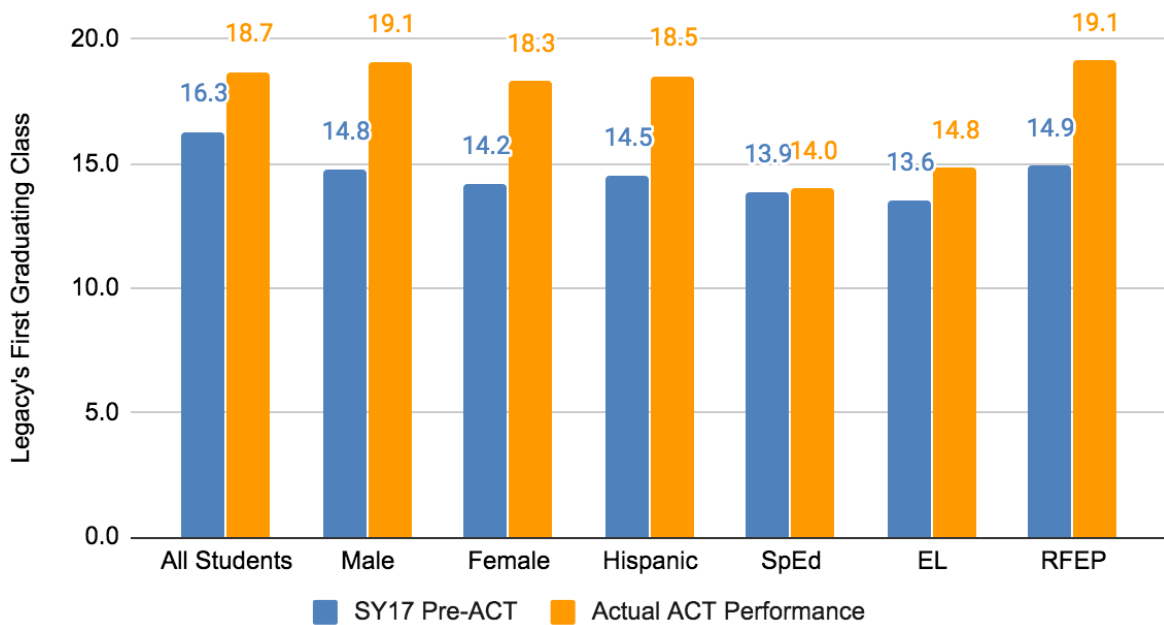
C/O 2020: 9th Grade Pre-ACT to 11th Grade Official ACT Composite



C/O 2020: 9th Grade Pre-ACT to 11th Grade Official ACT English



C/O 2020: 9th Grade Pre-ACT to 11th Grade Official ACT Math



We continue to see similar trends with the upcoming graduating classes and are excited to see this strong growth continue.

Academic Performance of English Learners

Legacy College Prep has been successful supporting English Learners and is committed to further improving its support strategies. All English Learners receive designated English Language Development (ELD), which is:

- At a separate and distinct instructional time each week, in addition to (not in place of) core content instruction
- Provided for a target of 75 minutes per week
- Offered to ELL students at all levels
- Tailored to meet students' language proficiency levels
- Based on the English Language Development standards

ELD curricular materials are grounded in research-based best practices for supporting English Language Learners, such as explicit and direct instruction, a focus on academic English, ample structured interactions, teaching content-based forms and functions, corrective feedback, and ongoing formative assessment. Per our personalized learning approach, we also leverage technology to best reach students at various levels.

Legacy College Prep's success with English Learners is demonstrated by its reclassification rates below, which have been higher than those of OCDE, Santa Ana Unified, and the state of CA for two out of the three years for which data are available.

	Reclassification Rate ¹¹¹²		
	2017-18	2018-2019	2019-2020
Legacy College Prep	25.0%	27.3%	8.5%
OCDE	13.1%	14.0%	10.8%
Santa Ana Unified	13.1%	19.7%	2.9%
State of CA	14.6%	13.8%	13.8%

We saw a reduction in reclassification rates in the 2019-2020 school year. We believe this was due primarily to two main causes: the first was the impacts of a growing school. Legacy College Prep started with 16 English Learners and in the 2019-2020 school year was supporting 55. Secondly, this trend is consistent with other schools across the state that were impacted by the transition from CELDT to ELPAC. We hope to reverse this trend going forward and see strong reclassification rates in the coming years.

ELPAC results, and English Learner progress level below:

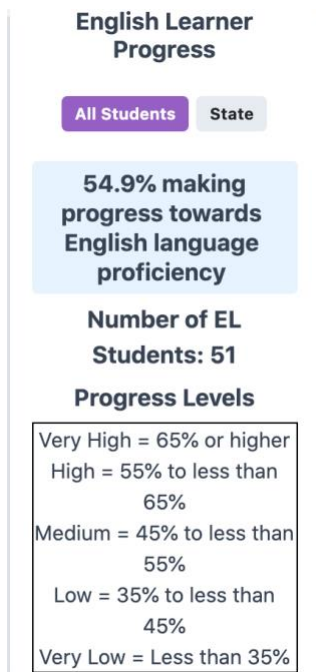
	Summative ELPAC: ELA Proficiency Rates ¹³	
	2017-18	2018-2019
Legacy College Prep	n/a	10.53%
OCDE	34.76%	20.74%
Santa Ana Unified	23.96%	8.59%
State of CA	30.56%	16.4%

See below for a snapshot from the California School Dashboard:

¹¹ In its first year of operation (2016-17), Legacy College Prep did not reclassify any English Learners because the period of reclassification ended 2 months into operations (October).

¹² Source: CDE Data Question

¹³ Ibid.



Postsecondary Outcomes

High School Graduation and College Matriculation

We are proud to share the many successes of our first graduating Class of 2020. With strong CAASPP and ACT results combined with A-G completion and college acceptances, the Class of 2020 has served as an exemplar for academic achievement, paving a path to college for future cohorts at Legacy College Prep.

100% of graduates at Legacy College Prep have completed A-G requirements and 100% have been accepted to college, with 99% of them having been accepted to 4-year universities. Examples of college acceptances include:

- Yale University
- University of Southern California
- Pepperdine University
- Loyola Marymount University
- Grinnell College
- Emory University
- Chapman University
- Azusa Pacific University
- University of California: Berkeley, Los Angeles, Davis, Irvine, San Diego, Santa Cruz, Santa Barbara, Riverside, and Merced
- California State University: Humboldt, San Francisco, Pomona, Northridge, Sacramento, San Jose, San Marcos, Sonoma, Stanislaus, Los Angeles, Long Beach, Fullerton, Eastbay, Fresno, Dominguez Hills, Chico, Channel Islands, Bakersfield

As of July 2020, Legacy College Prep had a four-year cohort graduation of 99%, and 100% of enrolled 12th graders at the beginning of 2018-2019 graduated in their senior year.

STUDENT POPULATION TO BE SERVED

Legacy College Prep primarily serves students in grades 9-12 who have traditionally been underserved educationally. This group includes students from low-income families, underrepresented minorities, and English Learners. The Charter School aims to serve students living in the Santa Ana area of Orange County where a large percentage of the student population will match one or more of the above criteria. Our numerically significant subgroups are reported below.

2020-21 Enrollment	
Subgroup	Enrollment
English Learners	100 (30%)
Students with Disabilities	42 (13%)
Free and Reduced Lunch (2019-20)	210 (69%)
Hispanic / Latino	321 (96%)
Total	336

Legacy College Prep anticipates enrollment over the next five years to stabilize at approximately 460 students. Legacy College Prep did not move into its permanent home until the second semester of the 2019-2020 school year. This impacted our enrollment, however, we are confident that we will continue to grow into a pillar of the Santa Ana community we are serving and meet our enrollment targets going forward.

Enrollment Roll-Out Plan					
Grade	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
9	130	125	125	125	125
10	125	125	125	125	125
11	95	110	110	110	110
12	90	100	100	100	100
Total	440	460	460	460	460

Goals and Philosophy

Mission

Legacy College Prep students will use their college degrees and careers to make a Positive Multigenerational Change.

Vision

Legacy College Prep exists to disrupt the systemic inequities that continue to oppress individuals from low socioeconomic communities. We build authentic relationships with our students to provide them with an environment that fosters hope, love, agency, and a sense of belonging. Our students believe that they are important and have a sense of self-determination. We push our students to uncover and fulfill their purpose because we see them as agents of social change, co-creators of knowledge, innovators, and problem solvers. We are committed to developing our students to be critical thinkers that question, make meaning, and who see these skills as powerful tools that can be used to dismantle cycles of historical oppressions. We provide students with a rigorous and personalized college prep learning experience that recognizes their backgrounds, experiences, and interests. We believe that this environment, skill set growth, and unique set of experiences will develop confident and powerful individuals that will make a Positive Multigenerational Change.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

In the vast majority of U.S. schools, instructional content and pedagogy have changed remarkably little relative to the ever-changing 21st century world¹⁴. According to Federica Cornali, "It is widely believed that countries' social and economic well-being will depend to an ever-greater extent on the quality of their citizens' education: the emergence of the so-called 'knowledge society', the transformation of information and the media, and increasing specialization on the part of organizations all call for high skill profiles and levels of knowledge."¹⁵

We know that we have extensive work to do to create schools the close achievement gaps and prepare today's students for a changing work world in the future. Ednovate is heeding the call for the creation and scaling of new, innovative school models that can demonstrate an impact on student learning. "Education not only needs new ideas and inventions that shatter the performance expectations of today's status quo; to make a meaningful impact, these new solutions must also "scale," that is grow large enough, to serve millions of students and teachers or large portions of specific underserved populations."¹⁶

To be truly college- and career-ready in this rapidly changing environment, students must add to the basics of fundamental academic skills they need to:

- Evaluate and use information rather than simply memorizing facts. They must develop critical thinking, collaborative work habits, and problem solving and technology skills. This is essential in a world where information is currently estimated to double every 3-5 years, "Simply put, students who are able to think critically are able to solve problems effectively. Merely having knowledge or information is not enough. To be effective in the workplace (and in their personal lives), students must be able to solve problems to make effective decisions; they must be able to think critically."¹⁷ This is essential in a world where 2.5 quintillion bytes of data being created each day¹⁸ and where the traditional manufacturing sector is being replaced by a growing service sector and higher-skilled industries.¹⁹ The U.S. Labor Department states that a large percentage of the jobs available to our future graduates have not yet been invented.²⁰ Flexibility and the ability to adapt will be essential in the outlook of students stepping into their future. At Legacy College Prep, this type of deep critical thinking and problem solving will be the norm, with technology allowing for more efficient use of student and teacher time and creating space for the high-level thinking and collaboration that takes place through projects and performance tasks.
- Develop a strong comfort working with existing technology, including computers, tablets, phones, software, and the Internet, and have the skills to adapt to new technology as it becomes available. According to Jeremy Shapiro and Shelly Hughes, students must develop information literacy, the "new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure and its social, culture, and philosophical context and impact."²¹ The use of technology is a key feature of the school's instructional design and is embedded across all content areas. Legacy College Prep features a 1:1 student:laptop ratio, and students will use technology to access the majority of their coursework. Technology allows for the type of flexible, highly personalized instruction that takes place every day

¹⁴ Serdyukov, P. (2017) "Innovation in education: what works, what doesn't, and what to do about it?" *Journal of Research in Innovative Teaching & Learning*, 10(1), 4-33.

¹⁵ Cornali, F. (2012). Effectiveness and efficiency of educational measures: Evaluation practices, indicators and rhetoric. *Sociology Mind*, 2(03), 255.

¹⁶ Shelton, J. (2011). Education innovation: what it is and why we need more of it. *Education Week*.

¹⁷ Snyder, L. G., & Snyder, M. J. (2008). Teaching critical thinking and problem-solving skills. *The Journal of Research in Business Education*, 50(2), 90.

¹⁸ Marr, B. (2018). How Much Data Do We Create Every Day? The Mind Blowing Stats Everyone Should Read. *Forbes*. Retrieved from <https://www.forbes.com/sites/bernardmarr/2018/05/21/how-much-data-do-we-create-every-day-the-mind-blowing-stats-everyone-should-read/#31d74ac060ba>.

¹⁹ Buera, F. J., & Kaboski, J. P. (2012). The rise of the service economy. *American Economic Review*, 102(6), 2540-69.

²⁰ United States Department of Labor. Futurework: Trends and Challenges for Work in the 21st Century. Retrieved from <https://www.dol.gov/oasam/programs/history/herman/reports/futurework/report.htm>.

²¹ Shapiro, J. J., & Hughes, S. K. (1996). Information literacy as a liberal art?. *Educom review*, 31, 31-35.

at Legacy College Prep, allowing students to work at their own pace to demonstrate mastery on the standards. In this type of setting, technology use becomes second nature to students.

- Learn and work autonomously in order to independently advance themselves by continuing their education and developing new skills on a lifelong basis.²² Legacy College Prep students will develop the skills to learn and work independently as a result of the school's self-paced instructional model as well as its Advisory structure in which students learn to self-reflect, set goals, and seek out resources as needed.
- Develop not just the academic skills but also the specific mindsets and behaviors needed to be successful college students, employees, and adults.²³ For example, David Conley lists four areas of college readiness: cognitive strategies, content knowledge, transition knowledge and skills, and learning skills and techniques.²⁴ To be successful in their rapidly changing environment, students must be entrepreneurial and perseverant, must act with integrity, and must have a sense of joy.
- Learn and practice better exercise and eating habits and build a deeper understanding about personal and public health issues and how they affect their lives. This is vital in light of the fact that for the first time ever in this country, average life expectancy is declining.²⁵
- Appreciate and participate in the arts, discovering the joy and personal power in artistic expression. Such practice is recognized to help develop and sustain curiosity, wonder, and creativity—all essential to developing the mental agility and willingness to adapt in the face of rapidly changing situations. In his book, *Creative Schools*, Sir Ken Robinson notes that when a student's "curiosity is engaged, they will learn for themselves, from each other, and from any source they can get their hands on."²⁶ Understanding the arts also leads to increased knowledge about the world and its people, enabling them to appreciate the richness and vibrancy of other countries and cultures.²⁷ To this end, all Legacy College Prep students will complete coursework in the Visual and Performing Arts, including participating in periodic performances and/or exhibitions.

HOW LEARNING BEST OCCURS

Simply put, learning best occurs in programs that are highly personalized and accessible, particularly for high-need students. This theory builds upon a short list of significant research findings about educationally underserved students and their learning that drives specific features of the Legacy College Prep model as illustrated in the following table.

²² Betts, G. (2004). Fostering autonomous learners through levels of differentiation. *Roeper Review*, 26(4), 190-191.

²³ Nagaoka, J., Farrington, C. A., Roderick, M., Allensworth, E., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2013). Readiness for college: The role of noncognitive factors and context. *Voices in Urban Education*, 38, 45-52.

²⁴ Conley, D. (2013). *College and Career Ready and the Common Core: What Everyone Needs to Know*. Portland, OR: Educational Policy Improvement Center.

²⁵ Berstein, L. (2018, November 29). U.S. life expectancy declines again, a dismal trend not seen since World War I. *The Washington Post*. Retrieved from https://www.washingtonpost.com/national/health-science/us-life-expectancy-declines-again-a-dismal-trend-not-seen-since-world-war-i/2018/11/28/ae58bc8c-f28c-11e8-bc79-68604ed88993_story.html?noredirect=on&utm_term=.fda6b6a20aee.

²⁶ Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that's transforming education*. Penguin books.

²⁷ Fiske, E. (1999). *Champions of Change: The Impact of the Arts on Learning*. Washington, DC: The Arts Education Partnership and The President's Committee on the Arts and the Humanities. Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that's transforming education*. Penguin books.

Summary Research Findings and Consequent Program Features

Research Findings	Legacy College Prep Program Features
High-need students respond better in school cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals. ²⁸	Challenging annual promotion and graduation requirements for all students detailed in Ednovate’s six Annual College Readiness Indicators (ACRIs), defined below, including clear rules through merit/ demerit system
Personalized, mastery-based instruction allows all students to perform at high levels. ²⁹	Innovative personalized learning model that allows for students to receive instruction in an online, self-paced format facilitated by their teachers. Students who need more time or additional support can take the time that they need or access additional explanations and practice online, while students who achieve mastery faster can advance through content as quickly as they are able to.
Increased time on the right instructional task increases academic achievement for at-risk students. ³⁰	A strong commitment to increasing the amount of time spent on task for every student by prioritizing personalized delivery of instruction in varying formats (online, teacher-led, peer collaboration, etc.), eradicating anything that gets in the way of student learning such as inefficient schoolwide procedures, and ensuring “bell to bell” instruction in every classroom every day.
High-need students persist and achieve better in schools where they see themselves as “connected,” i.e., where they identify with and are proud of their affiliation with the school, feel trusted and respected, have positive social interactions with adults and peers, and feel cared for. ³¹	Students assigned to consistent advisors over 4 years. Culture-building activities, including advisory groups, group projects, sports, and celebrations of achievement and learning.
More selective colleges are much more effective at retaining students, especially students from underrepresented backgrounds. ³²	A strong focus on increasing students’ access to more selective colleges by increasing their GPAs and ACT composite scores over four years of high school. Full-time College Counselor to support students in identifying their best fit colleges and Alumni Coordinator to support their transition and continued success beyond high school.

²⁸ Brookover, W and Lezotte, L. (1977). *Changes in School Characteristics Coincide with Changes in Student Achievement*. East Lansing: Michigan State University, College of Urban Development. Cotton, K. (2003). *Principals and Student Achievement: What Research Says*. Alexandria: VA Association for Supervision and Curriculum Development.

²⁹ Bloom, B. (1984). The two-sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*, 13(6), 4-16. Twyman, J. S. (2014). Competency-Based Education: Supporting Personalized Learning. Connect: Making Learning Personal. *Center on Innovations in Learning, Temple University*.

³⁰ Alexander, K, Entwisle, D, Olson, S. (2001). Schools, Achievement and Inequality: A Seasonal Perspective. *Educational Evaluation and Policy Analysis*, 23:171–91. Bloom, D, Haskins, R. (2010). The Future of Children brief: Helping High School Dropouts Improve Their Prospects. Princeton-Brookings. Fisher, C., et al. (1980). Teaching behaviors, academic learning time, and student achievement: An overview. In C. Denham & A. Lieberman (Eds.), *Time to Learn: A review of the beginning*.

³¹ Karcher, M, Davis, C, Powell, B. (2002). The Effects of Developmental Mentoring on Connectedness and Academic Achievement. *The School Community Journal*, 12(2), 35-50.

³² Healey, K, Nagaoka, J, Michelman, V. (2014). The Educational Attainment of Chicago Public Schools Students: A Focus on Four-Year College Degrees. Research Brief. University of Chicago Consortium on Chicago School Research.

It is important to note that the educational innovation at Legacy College Prep goes far beyond blending online and offline instruction. Legacy College Prep aims to redesign the American high school experience by creating a student-centered learning environment in which students develop the skills and mindsets to learn at their own pace and are given the autonomy to do so.

Goals for Enabling Students as Self-Motivated, Competent and Lifelong Learners

The goals and objectives of Legacy College Prep are the following:

- **GOAL:** To prepare students for successful college or career experiences
 - **Objective:** Develop core academic competencies, enriched by real world application
 - **Objective:** Develop critical thinking and problem-solving skills
 - **Objective:** Develop students' ability to work and learn autonomously with success
 - **Objective:** Develop students' non-cognitive skills needed to thrive and persist in college and beyond

- **GOAL:** To provide a personalized, self-paced learning experience for every student
 - **Objective:** Meet students' individual learning needs through strong differentiation and online, self-paced instruction and monitoring of learning with real-time data and feedback
 - **Objective:** Provide an appropriate level of challenge needed to engage student interest and maximize learning
 - **Objective:** Make instructional and programmatic decisions grounded in real-time student achievement data
 - **Objective:** Ensure that students feel connected to other students and to supportive adults and, where needed, provide counseling and other non-academic supports

- **GOAL:** To increase the amount of time spent engaged in rigorous academic work in the school year
 - **Objective:** Provide challenging core content
 - **Objective:** Create a caring and accountable discipline system with clear expectations for student behavior
 - **Objective:** Leverage technology and innovation to increase the percentage of time that students are actively thinking and working in each class period

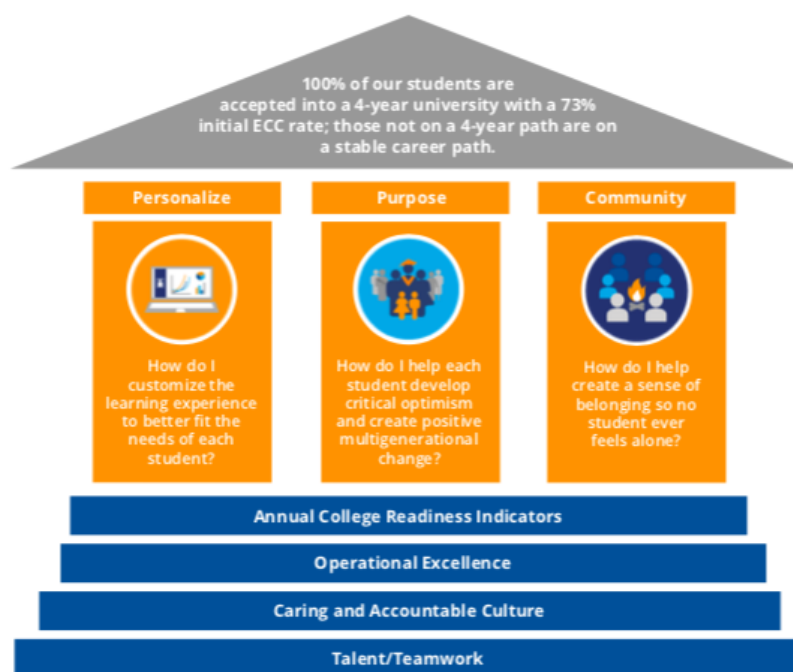
Consistent with the California Charter Schools Act, these combined goals enable all students to become **self-motivated, competent, and lifelong learners**. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. In addition to the academic skills that students will develop through Legacy College Prep's program, students also will develop the skills to manage their time, plan ahead, monitor their own progress, persist through challenges, and seek additional resources when necessary; these are all skills that will aid them in becoming self-motivated, competent, lifelong learners.

INSTRUCTIONAL DESIGN

Curricular and Instructional Design of the Education Program: Key Educational Theories and Research

Legacy College Prep is committed to preparing 100% of students for acceptance into and persistence through a four-year college or university. To that end, Legacy College Prep offers a rigorous standards-based instructional program that will build a foundation for students' success in college, career, and beyond by enabling them and empowering them to become self-motivated, competent, lifelong learners.

Ednovate uses the “Parthenon” graphic below as a symbol to visual the key tenets of our model. First, there is our over-arching goal towards which all staff at all levels work to effect Positive Multigenerational Change (PMC): 100% of our students will be accepted into a selective 4-year university with a 73% initial ECC rate; those not on a 4-year path are on a stable career path.



As the foundation of this work (the blue steps), across all Ednovate schools we employ consistent practices including: a focus on talent and a commitment to teamwork with intensive and personalized professional development, coaching and structured collaboration; a caring and accountable school culture that is consistent and transparent; operational excellence; and our six Annual College Readiness Indicators (ACRIs), a whole student measure for college success (Mastery, College Rigor, Self-Regulation, Presence, Purpose, and Critical Thinking).

The three pillars of our model are the areas in which our Principals and teachers continuously innovate to customize the program to meet their students’ needs:

Personalization: *Ednovate believes that we can significantly advance the academic proficiency and depth of learning in educationally disadvantaged students through a mastery-based college prep curriculum that integrates technology to personalize the learning experience. Research indicates that “the average student who receives one-to-one, mastery-based instruction performs at the same level as the top 2% of students who receive traditional group instruction.”³³ We replicate that tutoring-like experience by putting technology at the center of teachers, students, and curriculum to provide every student with a truly personalized education.*

All curricula are aligned to California Common Core State Standards (CCSS) and ACT’s College and Career Readiness Standards (CCRS). Classes are designed to not only meet A-G requirements but also be rigorous enough to prepare students for the classes they will take at the university level. Teachers will build in appropriate scaffolds into their curriculum and instruction to ensure that all learners are able to be successful with rigorous work. Using the ACT as our primary

³³ Childress, S. (2013). How Instructional Technologies Can Help Personalize Learning. *CIO Review*, December 2013. Retrieved from <https://www.cioreview.com/magazine/How-Instructional-Technologies-Can-Help-Personalize-Learning-NOLX549643809.html>.

measure of student growth allows us to make comparisons from year to year, as well as to other schools, districts, and states. The ACT is a nationally normed test with decades of historical data, and we know that colleges and universities use ACT scores in part to determine student entrance. As long as colleges and universities continue to heavily weigh ACT scores in their admissions process, the CCRS will continue to be the “North Star” guiding our instruction.

Blended Learning: The core academic curriculum at Legacy College Prep is delivered through a combination of online coursework, which students complete through teacher-created “modules” via an online learning platform, on Canvas or Google Classroom, with support from their teachers, as well as more traditional, offline coursework. Class time is structured to deliver curricula in varying ways, personalized based on students’ needs, to ensure mastery of content. Students will work independently or in strategic grouping arrangements (designated by their teachers) on self-guided lessons created and curated by their teachers to meet quarterly objectives. Students have control over the pace at which they work as long as they are meeting a minimum expected pace established by the teacher to meet quarterly objectives. Students who are able to move quickly through lessons are able to do so and then either move on to the next lesson or complete enrichment activities; students who need to work more slowly are able to get the support they need, reviewing content from earlier in the lesson or pressing “pause” on a video to practice another problem. Teachers serve as facilitators and coaches, providing support to all students throughout the lesson or implementing interventions as needed. As students work online individually and collaboratively, teachers meet with small groups and one-on-one to provide direct instruction and targeted support.

In many of its many forms, hybrid/blended learning is a rapidly growing option for students in U.S. K-12 schools.³⁴ “Online learning is sweeping across America. In the year 2000, roughly 45,000 K–12 students took an online course. In 2009, more than 3 million K–12 students did. What was originally a distance learning phenomenon no longer is. Most of the growth is occurring in blended-learning environments, in which students learn online in an adult-supervised environment at least part of the time.”³⁵ In some instances, online learning has been shown more effective than face-to-face traditional instruction. One specific example is the Means study, conducted by the U.S. Department of Education that looked at differences between online and traditional face-to-face learning in 50 different cases. The primary findings of the study showed that “classes with online learning (whether taught completely online or blended) on average produce stronger student learning outcomes than did classes with solely face-to-face instruction.”³⁶

We know that every student is different. We thus work to create a customized learning experience that capitalizes on each individual student’s strengths and interests, leaving behind a one-size-fits-all approach.

Our blended model is thus defined by the following characteristics:

- Includes a blend of digital and offline curriculum aligned to the standards, balancing online, self-paced online modules with offline projects and group work
- Occurs for students in the confines of the physical school under the supervision of local, highly qualified certificated educators
- Allows students to work at their own pace and receive frequent feedback on their performance

³⁴ Picciano, A., Seaman, J. (2007). K-12 Online Learning: A Survey of U.S. School District Administrators. Newburyport: MA: Sloan Consortium. Tucker, B. (2007). Laboratories of Reform: Virtual High Schools and Innovation in Public Education. Washington, DC: Education Sector Reports. Watson, J., & Gemin, B. (2008). Using Online Learning for At-Risk Students and Credit Recovery. Promising Practices in Online Learning. *North American Council for Online Learning*. Watson, J. (2008). Blended Learning: The Convergence of Online and Face-to-Face Education. Promising Practices in Online Learning. *North American Council for Online Learning*.

³⁵ Horn, M. B., & Staker, H. (2011). The rise of K-12 blended learning. *Innosight institute*, 5.

³⁶ Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies.

At Legacy College Prep, our blended and personalized model aims to leverage technology within the classroom setting to simulate the tutoring experience using the resources available to public schools. Legacy College Prep students will have a 1:1 ratio of students to Chromebook laptop computers. This will empower teachers and students to utilize technology to enhance the learning experience, simultaneously allowing for more flexibility and personalization than in a traditional classroom.

Our extensive use of technology will help students develop crucial 21st century workplace skills and provides teachers the means to collect, analyze, and respond to student performance and progress data in real-time. Students who are able to move quickly through lessons will then be challenged by rigorous extension learning tasks; students who work more slowly are able to get the support they need, reviewing content from earlier in the lesson or pressing “pause” on a video to practice another problem. Teachers will serve as facilitators and coaches, providing support to all students throughout the lesson and implementing individualized and small group interventions in the moment, as needed and based on a constant flow of real-time data.

By using the technology embedded in the instructional design of the school, students will work with a variety of cloud-based software, Internet applications, email, organizational tools and hardware. This will build the technological proficiency that has become a real-world essential skill set.

Regular, Frequent Assessment for Personalization and Differentiation: Using quarterly Interim Assessments that are designed from the ACT CCRS, teachers are able to strategically identify areas for re-teaching and/or intervention and to familiarize students with the content and format of such standardized assessments as the ACT and CAASPP. The results from these assessments will integrate with the school’s online student information and assessment system, (currently Illuminate, but transitioning to PowerSchool in the 2021-2022 school year,) so that all relevant data about each student can be found in one place and reports can be easily generated. These tests will allow Legacy College Prep to monitor student progress in the skills measured by the ACT to assess where learning is breaking down and what areas need to be targeted and retaught, if necessary. These are practices that are common at other high-performing public schools where students are achieving at the highest levels.

Since the online coursework is a significant part of the school’s instructional model, teachers have access to a constant flow of real-time data with which to evaluate students’ progress. Equipped with a wide variety of instructional strategies, teachers can quickly provide interventions (such as one-to-one instruction, small group pullouts, re-teaching/remediation using another modality, or peer-to-peer support), in the moment to ensure that instruction is constantly meeting the needs of all students.

Additionally, students, teachers, and parents will have access to real-time academic data through the use of Legacy College Prep’s SIS (currently Illuminate, but transitioning to PowerSchool in the 2021-2022 school year). All of these systems allow teachers to easily view and analyze student achievement data across the whole school, within a single grade level or advisory, or even for an individual student. With that information, teachers can make data-driven curricular decisions and differentiate based on the needs of individual students.

Additionally, Ednovate’s Reportal (powered by Tableau visualization and a Schoolzilla data warehouse) provides a quick, easy-to-read snapshot of schoolwide progress in each area, allowing teachers and staff to observe trends across the school or grade level. All data is processed nightly, and staff members view this data at least weekly. Teachers are able to drill down to the individual student level to see a student’s progress in each of the areas we have defined as our Annual College Readiness Indicators. The Reportal updates nightly so nearly real-time data can be used for decision-making at every level from schoolwide policies to individual students’ daily academic and behavior goals.

As mentioned above, in addition to the schoolwide scoreboard, teachers utilize data from each of the network-wide interim assessments to make instructional decisions in their classrooms. Diagnostic and interim assessment information will allow teachers to know what content has been mastered and what needs to be reviewed, which students require intervention and in what areas, and which instructional strategies have been most effective in leading students to standards mastery.

Legacy College Prep teachers know that a one-size-fits-all education is no longer enough to prepare students for the rigors of college; therefore, differentiated instruction must be implemented in the classroom with fidelity. “To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively.”³⁷ Online or offline, lessons are differentiated to challenge students performing at all levels and to meet the needs of students who learn best in different ways, so all students can demonstrate mastery on the standards.

Intervention: A focus on continuous improvement is extremely important for schools like Legacy College Prep, where many students come in with academic skills that are below grade level. Reeves notes that frequent monitoring of student progress, coupled with providing students with multiple opportunities to improve performance are essential elements in effective schools that serve at-risk populations.³⁸ Legacy College Prep has implemented a Multi-Tiered System of Support (MTSS) to support student learning and mastery of grade level standards. MTSS is an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. Students that struggle to achieve mastery will receive targeted assistance from instructional and support staff and are provided with multiple opportunities to improve their performance and master content. (See section on Students with Special Needs, below, for more details about intervention and support.)

Redesigning the Learning Environment: Ideally, the unique design of the Legacy College Prep learning environment is shaped by its innovative use of physical space that enables the Charter School to better serve its students through increased personalization. Unlike traditional schools with classrooms that open into silent halls, the ideal Legacy College Prep environment will feel like a blend between a college campus and a professional office setting. Legacy’s space, which we proudly moved into in the Spring of 2020 has been intentionally designed to reflect the school’s purpose and values.

Given Legacy College Prep’s focus on personalization, students will have access to different learning spaces for different types of learning. At its most basic level, this could look like arranging different desk configurations in a classroom to allow for independent work or group work or purchasing furniture that can be easily moved to allow for different configurations.³⁹ The permanent facility Legacy College Prep we moved into in 2020 was designed with this in mind – the building reflects the school’s value of personalization.

Purpose: *Ednovate believes that if students develop a deep, personal sense of purpose, they will be more likely to graduate from college and excel in the career of their choice. We push our students to uncover and fulfill their purpose as agents of social change, co-creators of knowledge, innovators, critical thinkers and problem solvers. Each quarter in each of their core classes at Legacy College Prep, students will complete performance tasks or PMC Journeys designed to extend and authenticate their core academic activities.*

³⁷ Hall, T. (2002). Differentiated instruction. Wakefield, MA: National Center on.

³⁸ Reeves, D. B. (2003). High performance in high poverty schools: 90/90/90 and beyond.

³⁹ Higgins, S., Hall, E., Wall, K., Woolner, P., & McCaughey, C. (2005). The impact of school environments: A literature review. London: Design Council.

Project-Based Learning: Project-based learning stems from research that demonstrates that students learn most effectively by working on and solving real-world challenges.⁴⁰ As Stephanie Bell notes in her essay, *Project-Based Learning for the 21st Century: Skills for the Future*, “Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From gleaning new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction.”⁴¹ Students will work in partners or groups to apply what they are learning to real-life applications with the teacher serving more as a coach or facilitator. Projects usually culminate in a presentation. Legacy College Prep’s performance tasks and/or PMC Journey projects are aligned to the school’s mission of Positive Multigenerational Change and allow students to explore their own passions and interests, resulting in not only positive academic outcomes but also high student engagement. Legacy College Prep students are required to complete quarterly performance tasks and/or PMC Journeys in each course designed to extend and authenticate their core academic activities. Projects will have oral and written components and will correspond the four annual themes. The four grade level themes give teachers a framework for helping students understand the impact they can have on their community, nation, and world. Performance tasks and PMC Journeys are written to help students understand the world they live in through the themes.

9th Grade: Know Yourself
10th Grade: Know Your Community
11th Grade: Know Your Nation
12th Grade: Know Your World

Examples of performance tasks or PMC Journeys could include exploring the History of your Family through ethnographic research in Humanities/English, developing a personal training plan for a peer in Health/Fitness, and creating podcasts or blog posts to debunk myths about race in Biology.

These themes allow students to further explore our school’s mission of creating a Positive Multigenerational Change (PMC). Through thematic projects, Legacy College Prep aims to give students a deep sense of purpose and inspire them to make a beneficial contribution to their communities. Projects are embedded in students’ course requirements.

One example of a Performance Task a teacher may assign in 10th Grade is a Community Engagement project. Students would be given a PURPOSE (Product, Universal Theme, Role, Process, Outside Organization, Situation and Success Factors, and Equity) in order to present the outline of the project. In this example, the Process is for students to collaboratively identify an area of need in their community. Students then work on a proposed solution to that problem, plan, take action and carry out the steps to help solve the area of need they identify. The Role would be one of the following, with each group having at least one person doing each: Lead Project Designer is the point person in charge of overseeing the project; Marketing & Advertising is in charge of advertising the campaign’s efforts; Design Team is in charge of building, constructing, or creating any needed materials; Community Liaison coordinates any outside partners students choose to work with (clubs, churches, etc.). The Product would be outlined as the community that is impacted by the sort of engagement the student groups decide to do. This could be a certain age group, street, portion of a city, etc. The Universal Theme in this project is crucial: students are all valued members of the community, entrusted to create something with a long-lasting positive impact. Each student group will have two Products and Success Factors: their event itself, and their reflection after. They would then be graded by Criteria for Success on

⁴⁰ Barron, B., & Darling-Hammond, L. (2008). Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning. Book Excerpt. *George Lucas Educational Foundation*. Thomas, J. W. (2000). A review of research on project-based learning.

⁴¹ Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83(2), 39-43.

their oral presentation, written work, as well as the success of their community outreach event itself.

PMC Hours: Students at Legacy College Prep engage in community-based experiences that are tied to their passion/career goals by completing PMC Hours. Students also need to complete a minimum of 10 hours in a volunteer capacity throughout the school year. If hours are not completed during the school year, students may make them up during the summer. These can be filled through community service or internship hours and are a demonstration of career/passion exploration and/or service to the community. We call these Positive Multigenerational Change hours, for students to begin to make their world a better place.

Through performance tasks, PMC Journeys, and through their annual PMC community service or work-based hours in the “real world,” students will begin to answer this question, typically posed as a capstone or senior thesis project: *“How will you use your college degrees and careers to make a Positive Multigenerational Change?”*

Comprehensive college counseling starts in 11th grade with at least one full-time College Counselor. Counselors will lead a College Readiness course required for all 12th graders, during which time they will receive detailed and personalized assistance in completing college applications, essays and financial aid applications. After completing the application and financial aid process in the required College Readiness course, the focus will shift to being prepared to succeed in college, with “life skills” lessons and in such things as managing personal finances, time management, and identity/social-emotional work to support the transition to environments with people who come from very different backgrounds and circumstances.

College workshops will be held for parents of juniors and seniors, and students in every grade will participate in college visits annually. At Legacy College Prep, students have visited USC, UCLA, UC Irvine, Cal Poly Pomona, Stanford University, SF State University, UC Berkeley, and UC Merced, among others.

Arts & Physical Fitness: We recognize that developing adolescents benefit from both artistic and physical pursuits as they discover who they are and where their passions lie. In addition to the core academic subjects, the arts (visual and/or performing) and physical education will be required courses for all students. By the time they graduate, students will have developed an understanding of and appreciation for the arts as well as healthy nutrition and fitness habits, ensuring that the “whole child” is developed at Legacy College Prep.

Community: *Ednovate believes that students are driven to be successful in school by relationships: their relationships with each other, their family members, and supportive adults at school. Thus, structures are put in place to ensure that all students are able to build strong, safe relationships with at least one adult on campus and with their peers, anchored by our Advisory program.*

Advisory: Our students meet in their Advisory twice daily (beginning and end of the day), with the same Advisor for all four years (where possible), helping them develop a relationship with an adult mentor who knows the goals and dreams of individual students, as well as a consistent set of peers who they foster a strong sense of community alongside. Students receive one-on-one academic, attendance, behavioral, and fitness support from their Advisor. Advisory ensures that no student falls through the cracks and that 100% of students have an on-site adult serving as a counselor and mentor to make sure that they remain in good standing and are on track to graduate. Advisory is designed to build strong relationships between classmates, their advisor, and other students in their advisory. The advisor’s role is to support his/her advisees throughout their path to graduation in a variety of ways, including:

- Building healthy relationships and community
- Preparing students for a successful day
- Monitoring students’ progress toward promotion

- Monitoring students' college and career planning
- Referring students for support services
- Communicating with students, their parents, and their teachers

Advisory serves as a home base, where students form a tight-knit support network that lasts throughout high school. By thoughtfully and strategically scaffolding the level of autonomy students have from the beginning of their tenure to the end, Legacy College Prep strives to help students develop the habits and skills they will need to be successful college students. Through the self-paced learning aspect of the instructional program, students learn to manage their time, plan ahead, monitor their own progress, persist through challenges, and seek additional resources when necessary, all skills that will aid them in their path through college. This is seen through the self-paced modules, the online courses as well as the flexible study hall periods.

Social Learning: Legacy College Prep students have frequent opportunities to learn with and from one another formally and informally through group work and partner work, class discussions, community service, and projects. With scaffolded independence over time, students learn to work productively with their peers without requiring facilitation on the part of the teacher. The physical space of Legacy College Prep's permanent site is conducive to this type of learning as students are able to flow into and out of various types of learning spaces depending on the type of task at hand. Legacy College Prep also offers a number of clubs, field trips and extracurricular activities based on both curricula being taught and student interest.



TEAMWORK

We trust and care for each other, hold each other accountable, and work toward collective results.



JOY

We express gratitude and have fun in pursuit of our mission.



INTEGRITY

We have consistency between our values and actions.



MASTERY

We strive for quality and constantly seek to improve upon our results.



ENTREPRE-NEURIAL SPIRIT

We see the reality of situations and remain optimistic that we will find creative solutions.

Our culture system values and respects students' cultural identities and affirms their personal development. Ednovate uses culturally relevant instruction across all schools, grades and subjects, with comprehensive Professional Development provided to faculty each year. Research shows that this tends to be important for the success of African American and Latino students, which are the largest groups we serve. Culturally relevant instruction includes – but also goes beyond – things like using real world role models, cultural connections to what is being studied, acknowledgement and respect for dialect alongside instruction in Standard English, and awareness to avoid stereotypes and bias in curriculum content and materials.⁴²

We recognize students for exemplifying our school values with daily merits, quarterly award ceremonies, and perks such as dress-down days. These mindsets are embodied by teachers, encouraged by leadership, interwoven into everything on campus, and are taught both explicitly and implicitly. Legacy College Prep has at least one full-time counselor that will offer 1:1 and

⁴² See, e.g., Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159-165; Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American educational research journal*, 32(3), 465-491; Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*, 38(1), 65-84; Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

group counseling, peer mediation, grief and crisis counseling, as well as referrals to outside partners that support our families.

CURRICULUM AND INSTRUCTION

To ensure that all students can be accepted to a four-year university, every academic course offered at Legacy College Prep is aligned to California’s A-G requirements. The Legacy College Prep curriculum is guided by state and national standards. All curriculum and instruction implemented at Legacy College Prep will meet and exceeds the academic content standards of the CA CCSS, Next Generation Science Standards, CA ELA/ELD standards, and CA standards in History/Social Science. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* are incorporated by each of the core content areas. In addition,

Legacy College Prep also aligns its instructional planning to the ACT CCRS. Alignment between the CCSS and CCRS is clear and well-documented. The CCSS Initiative presents a common definition of the knowledge and skills necessary for students to be “ready for college and career”; these skills are aligned to the skills defined in the College Readiness Standards. According to a report released by the ACT, an independent, not-for-profit organization that provides assessment, research, information, and program management services in the broad areas of education and workforce development, 100% of the Common Core Standards are addressed by the ACT Standards, as seen below.⁴³

Percentage of the Common Core State Standards Addressed by the ACT Standards

Common Core State Standards	ACT Course Standards
Reading Anchor Standards	100%
Reading Standards for Literature	100%
Reading Standards for Informational Text	100%
Reading Standards for History/ Social Studies	100%
Reading Standards for Literacy in Science and Technical Subjects	100%
Writing Anchor Standards	100%
Writing Standards	100%
Writing Standards for Literacy in History/ Social Studies, Science, and Technical Subjects	100%
Speaking and Listening Anchor Standards	100%
Speaking and Listening Standards	100%
Language Anchor Standards	100%
Language Standards	100%
Language Progressive Skills	100%
Standards for Mathematical Content, Grades 9-12	100%
Standards for Mathematical Practice	100%

Additionally, there is over 50 years’ worth of historical data that includes correlations between ACT scores and college acceptance, persistence, and graduation. This includes specific longitudinal data for students with similar demographics to the students Legacy College Prep will serve. This wealth of historical information allows Legacy College Prep to create instructional plans that, in alignment with the school’s mission, prepare students to be accepted to and persist through college.

⁴³ The Alignment of Common Core and ACT’s College and Career Readiness System, <http://www.walkercountyschools.com/Sites/Walker_County_Schools/Documents/Main/ACT%20Common%20Core%20Alignment%20-%20Appendix%20B.pdf>

The ACT has long defined college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution without the need for remediation. ACT's definition has since been adopted by the Common Core State Standards Initiative and provides a unifying goal for educators and policymakers to act upon. Legacy College Prep's alignment to the CCRS and the CCSS will allow the Charter School to adequately prepare students for both college entrance exams as well as state standardized tests.

The following details the courses Legacy College Prep anticipates offering during this charter term.

English Language Arts

All ELA courses are aligned to the CA CCSS for ELA and 2014 *English Language Arts/English Language Development Framework (ELA/ELD Framework)*. The Common Core's "College and Career Readiness Anchor Standards" dictate the broad goals for what all students should be able to do prior to graduating high school in order to be ready for higher education and a range of career options, while the 9th-12th grade standards inform more specific grade level expectations.

Legacy College Prep prepares all students for college-level reading, writing, speaking, and listening. To that end, all students receive more instruction in English Language Arts and Reading than is typical for a high school. Every day, students will have 60-minute periods of English and 60-minute periods of Social Studies with a strong emphasis in reading skills. Through their Performance Tasks and PMC Journeys, all students also get significant amounts of practice in speaking and listening.

Curriculum is supported by blended learning programs for students in need of remediation or advanced work. Students learn to closely read and analyze critical works of literature and an array of nonfiction text in a print and digital world. Through a balanced curriculum, students use research and technology to engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications. Students practice critical and innovative thinking, problem solving, and flexibility and adaptability. The literacy program emphasizes reading fluency, comprehension, writing for varied audiences and purposes, a love of literature, and a deep understanding of the significance of reading and writing to the goals of learning, working and living well.

For struggling readers, low-achieving students and English Learners (ELs), scaffolding and SDAIE strategies (such as explicit teaching of vocabulary and teacher modeling of scientific methodology) are necessary to promote English acquisition and content acquisition. Auditory presentations of primary source material, graphic organizers, laboratory opportunities, hands-on activities, manipulatives, models, scientific drawings and diagrams, and classroom pairings are examples of strategies that offer support to students. Modifications to pacing, offering more accessible language/texts, developing self-guided learning for advanced students, and student/teacher conferences are among differentiation strategies that are used. To accommodate struggling readers, online materials from Achieve 3000 are also used to provide grade level content at lower reading levels.

The entire Language Arts curriculum is a strong literature-based program that includes a balance of oral and written language. Reading instruction is meaning-based and encompasses systematic and explicit instruction of emergent literacy skills including attention to the four cueing systems, spelling and vocabulary development, a wide range of comprehension strategies, and critical thinking skills to interpret, evaluate and appreciate texts. Students with language and other special needs will also be given ample opportunities to participate in communicative and interactive learning activities, which enhance their language acquisition, social, interpersonal and academic skills in a language and print rich environment.

The strengths of the Language Arts program lie in the integration of the literacy instruction across all areas of the core curriculum, incorporating multicultural literature and multimedia, building upon an abundance of life experiences and the reservoir of knowledge students of diverse backgrounds bring to school. While the ELA Common Core standards are grouped into discrete categories for identification

and assessment purposes, they are taught in a highly integrated manner at Legacy College Prep, consistent with our constructivist approach and interdisciplinary model. For example, in 11th grade, our history teachers and ELA teachers co-plan interdisciplinary units where the 11th grade students may be reading *Common Sense* by Thomas Paine (1776) to reinforce the 11th grade history standards on the American Revolution. Meanwhile, the 11th grade history teacher may require students to write a persuasive essay on the causes of the World War II that would ultimately reinforce 11th grade ELA standards for writing.

Classes are designed to provide students with exposure to a variety of texts from the classics to contemporary literature to non-fiction that represents the voices of diversity within the community. Other effective program elements include differentiated instruction to meet the needs of all. Additionally, all students are encouraged to read, write and share their work daily through various practices. Such practices might include daily sustained silent reading, readers' and writers' circles and workshops, literature circles, semi-annual authors' fairs, on-going literacy clubs by interest groups, and during and after school library access. Finally, the language arts program is presented via a spiraled curriculum, offering students the opportunity to go both deep and broad over the course of their years at Legacy College Prep.

The ultimate language arts program goal is to ensure access to high-quality instruction for all students, so they develop as competent English language users who can:

- Communicate effectively with a wide variety of audiences and for different purposes;
- Acquire and access new information;
- Respond to the needs and demands of society and the workplace that require literate behavior;
- Attain academic, social, personal and economic fulfillment;
- Develop a lifelong interest in reading and writing for pleasure

All students are required to take four years of English classes.

I. English 9 (Core; College Prep)

The goal of the English 9 course is to set a strong foundation for the rest of high school and ultimately college. The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading strategies, which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students are able to construct essential meaning from 9th-grade level text, both non-fiction/informational and fiction. Students respond to all forms of text with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for higher level English courses. Students focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analyses, etc.). They complete a variety of writing activities including composing personal narratives, persuasive essays, expository essays, and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage are emphasized for students to develop a command of standard writing conventions. Students that are successful in this course will be on their way to being successful in future courses.

Course Content

Each quarter of the course covers a breadth of content that includes skills and content building.

Literature

In each quarter, students read a novel or book. Students will use these books to apply reading skills, prompt discussions, and explore themes and concepts.

Writing Instruction

Students are expected to write papers that cover a range of genres. By the end of the year students will be expected to be able to write a five-paragraph essay that includes a clear thesis and research-based

evidence to support claims.

Performance Tasks/PMC Journeys

Performance Tasks and PMC Journeys are learning tasks that ask students to use their learning to create and present projects. Each quarter will include at least one learning task or journey. Students are expected to not only create a variety of projects and outcomes, but also present them for their peers and others at the school. Each performance task is aligned to the theme of “Know Yourself”.

II. English 10 (Core; College Prep)

Throughout this course, students will have many opportunities to continue developing skills in reading and vocabulary development, writing, grammar, mechanics, listening, and speaking. As students progress through mastering the CCSS and CCRS, they will develop their higher-level thinking, speaking, and writing skills. The coursework and instruction for English 10 will foster students’ ability to think critically as well as analyze, evaluate, and synthesize course content.

Reading Requirement

Students will read and analyze both classic and contemporary fiction and nonfiction literature including full-length novels, a Shakespearean tragedy, short stories, poetry, articles, essays, web-based documents, historical speeches, and nonfiction selections. Students will actively engage with texts through close readings and practice analysis and critical thinking skills by responding to reading through a variety of writing assignments and regular class discussions. Students will make inferences and ask questions about what they read and make connections between their own lives and experiences to the texts and well as make text-to-text connections. Students will analyze the point of view or cultural experience presented in each text. Students will expand their vocabulary by using grade level appropriate language and domain specific language and determine connotative and denotative meanings of words based on how words are used in context and how language can impact the author’s tone and meaning in a text.

Writing Requirement

Students will continue to master the writing process by generating ideas, developing a strong thesis, defending a thesis with strong, relevant evidence and thoughtful explanations, and revising and editing for coherency and precise sentence structure. Students will produce a variety of writing demonstrating the ability to respond to the task, audience, and purpose for informal and formal pieces and pieces in the following genres: explanatory writing, research writing, argument writing, narrative writing, and creative writing. Attention will be given to teaching students to write and support tightly reasoned arguments. Students will engage in regular research opportunities where they will conduct advanced research searches for information, document information using parenthetical citations, and format their essays using MLA format. Students will also create quality content including that with authentic application.

Students will properly use all writing conventions and the writing process will be modeled and followed in their work. Spelling, grammar, and mechanics will be emphasized throughout each semester and specific lessons will be available to students who need extra support in concepts such as parallel structure, correct use of modifiers, agreement of verbs and pronouns, sentence structure, and consistency of verb tense.

Writing opportunities will include the following:

Journal Writing, Literary Analysis Essays, Argument Analysis Essay, Argumentative Essay Writing, Persuasive Speech, Expository Critique Essay, Historical Connection Essay, Narrative Writing, Research Paper, Functional Workplace Document, Creative Writing (poetry and Shakespearean scene rewrite)

Listening and Speaking Requirement:

Oral communication skills will be practiced in class discussions and presentations. Students are required

to speak to both large and small audiences several times throughout the course of a year and engage in weekly discussions with peers and an English teacher through class discussions, live seminars, and weekly forums. Multimedia and oral presentations will be an integral component of this course and students will use technology to develop digital literacy skills as they progress through the course.

III. English 11 (Core; College Prep)

The focus of the English 11 course is to provide students the opportunity to engage in the following essential skills:

- Reading and understanding works of American writers
- Analyzing literature in terms of theme as well as political and cultural perspectives
- Completion of a variety of writing assignments including persuasive, descriptive, evaluative and formative essays
- Expansion of vocabulary the understanding of the mechanics of spelling and grammar
- Oral communication of ideas through discussions and presentations

Students are required to write essays and/or writing assignments throughout the course of the year, length ranging from 1-6 pages. They also have several speaking assignments including a persuasive speech, PowerPoint presentations, group discussions, and group projects. Students are required to speak to large and small group audiences several times throughout the course of a year.

IV. English 12 (Core; College Prep)

The English 12 course is designed to foster academic development to prepare students for the rigorous academic program of a four-year college or university, and college and career readiness. The course contains elements of reading, writing, language, speaking, and listening to develop high-order thinking skills. Throughout the course, students learn how to become analytical readers by tackling challenging and engaging texts from a variety of genres and literary periods. Students engage in critical reading, analysis, and academic discourse.

V. AP English Language and Composition (Core; College Prep)

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

The AP English Language and Composition course is designed to help students become skilled readers and writers through engagement with the following course requirements:

- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects
Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers
- Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
- Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques
- Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves

- Developing research skills and the ability to evaluate, use, and cite primary and secondary sources
- Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
- Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)
- Revising their work to develop
 - A wide-ranging vocabulary used appropriately and effectively;
 - A variety of sentence structures, including appropriate use of subordination and coordination;
 - Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
 - A balance of generalization and specific, illustrative detail; and
 - An effective use of rhetoric, including tone, voice, diction, and sentence structure.

VI. AP English Literature and Composition (Core; College Prep)

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

The course is designed to help students become skilled readers and writers through engagement with the following course requirements:

- Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study
- Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone
- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students' analyses of literary texts
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading
- Revising their work to develop
- A wide-ranging vocabulary used appropriately and effectively;
 - A variety of sentence structures, including appropriate use of subordination and coordination;
 - Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
 - A balance of generalization and specific, illustrative detail; and
 - An effective use of rhetoric, including tone, voice, diction, and sentence structure.

Mathematics

Our math program is entirely aligned with Common Core standards. The mathematics curriculum will be problem-based, offering all students the opportunity to learn mathematical concepts and procedures with understanding. It will draw on six major mathematical content strands: number sense, algebra, geometry, measurement, and data analysis and probability, and mathematical reasoning. Students engage in problem solving that requires them to draw on knowledge of a wide variety of mathematical topics. At times, they will solve problems by approaching them from different mathematical perspectives, and at other times by representing the mathematics in different ways. Students have ready access to

and learn to use a variety of tools effectively, including manipulatives and technology, as they explore, conjecture, analyze, and refine solutions to problems based on evidence. Students will become skilled at analyzing their findings and the findings of others, and at communicating their understandings in both written and oral language. Finally, they will appreciate the value of integrating mathematics with other areas of the curriculum as they grow in their understanding of how math can be used as a tool to help them organize and better understand many different types of information. Legacy College Prep students will be required to take 4 years of course in Math.

I. Integrated Math I (Core; College Prep)

Integrated Math I is a first-year course in the study of algebraic expressions, equations, inequalities, and functions. The content of this course is organized into Seven Big Ideas in order to help one understand how the math that is being studied connects to the real-world.

The Seven Big Ideas are as follows:

1. Properties
2. Variable
3. Equivalence
4. Solving Equations & Inequalities
5. Proportionality
6. Function
7. Modeling

Topics covered include simplifying expressions, real numbers, solving equations/inequalities, graphing equations/inequalities, writing linear equations/inequalities, absolute value equations/inequalities, systems of equations/inequalities, direct and inverse variation, exponents and exponential functions, polynomials, factoring, quadratic equations, rational expressions/equations, radicals, and connections to geometry.

II. Integrated Math II (Core; College Prep)

Integrated Math II is a course in logic, proof, and measurement. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Some of the topics covered include definitions, postulates, and theorems regarding angles, segments and lines, arcs, congruent triangles, similar triangles, special quadrilaterals, parallel lines, circles, coordinate geometry, area and volume formulas, transformations, constructions, and right triangle trigonometry.

III. Integrated Math III (Core; College Prep)

Integrated Math III centers around the study of functions. Functions can be used to model nearly any real-world phenomena and serve as the basis for studying calculus. In the Integrated Math III course, students will be exposed to a variety of mathematical problems and situations and are expected to read mathematical problems actively and critically, write effective solutions to problems and projects, present solutions to problems effectively, employ multiple critical and creative thinking strategies in reasoning and problem solving and demonstrate a knowledge and appreciation of how mathematics can be used outside the mathematics classroom.

IV. Probability & Statistics (Core; College Prep)

This course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Other topics include probability distributions, binomial distributions, sampling techniques, and experimental design. Measuring the probability of an event, interpreting probability, and using probability in decision making are the central themes to this course. This Statistics course is taught as an activity-based course in

which students actively construct understanding of the concepts and techniques of statistics. Students will gain proficiency in accuracy and communication of statistical concepts throughout the course to include effectively communicating how methods, results and interpretations of data for any given experiment are valid. Students learn that writing complete responses using appropriate justification is a critical aspect of gaining statistical proficiency.

V. Pre-Calculus (Core; College Prep)

The purpose of this course is to provide students with the tools they will need for college mathematics courses, particularly calculus. The course is structured around investigations and problem solving. Students will explore concepts and develop mathematical relationships through observation, application, and both formal and informal proof. Lessons are designed to facilitate teamwork and encourage students to pose conjectures, justify solutions, and defend their thinking.

In addition to covering all of the key concepts found in traditional pre-calculus (e.g. trigonometry, graphing functions, solving equations, and limits), it also emphasizes several big ideas that form a foundation for calculus and other college mathematics curricula.

VI. AP Calculus AB (Core; College Prep)

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

VII. AP Statistics (Core; College Prep)

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Science

Drawing from the recommendations of the Next Generation Science Standards, the science curriculum develops students' scientific thinking and knowledge through exploration and analysis. Students will develop critical thinking skills, as well as creativity in scientific inquiry. Students will explore concepts through lab investigations, simulations, and mathematical problem solving, as well as practice lab procedures to develop sound reasoning and thoughtful questioning. The science curriculum will be based on the scientific process of inquiry, and will be organized around the following unifying themes: systems, order and organization; evidence, models and explanation; constancy, change and measurement; evolution and equilibrium; and form and function. Specific content will be united by these themes and will include physical science, life science, and earth systems science. Students will learn more than just scientific fact, because they couple their knowledge of disciplinary core ideas with actual scientific practice.

Throughout the science curriculum, students will engage in science as they learn to observe, question, develop hypotheses, experiment, analyze data they collect, relate them to their questions and hypotheses, and communicate results to each other and their instructor. The methods of doing science will include use of the tools of science (e.g., hands-on materials, technology) as well as varied

approaches of study (e.g., model building, investigations). Students will come to understand how the union of science, mathematics, and technology informs the scientific endeavor, allowing it to be successful. Lab activities will reinforce critical thinking, writing, and communication skills, and help students develop a deeper understanding of the nature of science. Reading, writing, listening, and speaking will be emphasized for obtaining and communicating information.

I. Environmental Science (Core; College-Prep)

Environmental Science course is a course through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

II. Biology (Core; College-Prep)

Biology is a yearlong course designed to meet college entrance requirements as a laboratory science. Students will demonstrate the ability to use scientific skills and apply biological concepts to explain living organisms at the cellular and organ/system level, their interactions with the environment, and their life cycle.

The material presented in the course includes cell biology and basic chemistry, genetics, evolution and natural selection, human physiology of the human body, and ecology. The Biology course is designed to give students an overview of the key concepts and theories in life science. It builds upon the concepts and skills taught in earlier science classes, and prepares students for a college level science course. Biology students will practice the scientific process to think critically about the phenomena they observe every day. They will make claims about their observations and support those claims with evidence and reasoning. And they will reflect upon and evaluate the validity of their experimental work products. The content is divided into units: cell biology, genetics, evolution, ecology, and physiology.

III. Chemistry (Core; College-Prep)

Chemistry presents the foundations of the physical matter of the world. This course will emphasize how chemistry is a part of our daily lives, for example, breathing oxygen or cooking dinner. Students will investigate how the interaction of matter and energy through dynamic processes impact the world around them. In science, students learn through inquiry. In order to achieve the course goals, students will:

- Demonstrate understanding of the fundamental concepts of chemistry
- Practice appropriate laboratory techniques and analytic skills.
- Communicate scientific arguments using claim, evidence, and analysis

IV. Physics (Core; College-Prep)

This is an introductory course in the foundations of physics. This course will help students develop an intuitive understanding of physics principles, as well as utilize their math training to solve problems. Laboratory learning is a major component of the course to help students understand physics concepts as well as provide training in sound laboratory techniques. The ultimate goal of this course is to help students develop the critical thinking skills needed to solve real world problems, and to encourage an appreciation for physics and the sciences.

V. AP Biology (Core; College-Prep)

The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems.

The following are the four Big Ideas:

- The process of evolution explains the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

Science Practices:

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Biology students. Such practices require that students:

- Use representations and models to communicate scientific phenomena and solve scientific problems;
- Use mathematics appropriately;
- Engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course;
- Plan and implement data collection strategies in relation to a particular scientific question;
- Perform data analysis and evaluation of evidence;
- Work with scientific explanations and theories; and
- Connect and relate knowledge across various scales, concepts, and representations in and across domains.

Inquiry-Based Investigations:

Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

VI. AP Environmental Science (Core; College-Prep)

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

The course framework includes two essential components – Science Practices and Course Content:

- **Science Practices:** The AP Environmental Science practices describe what a student should be able to do while exploring course concepts. The list that follows presents these practices, which students should develop during the AP Environmental Science course. These practices are categorized into skills, which form the basis of the tasks on the AP Exam.
 - Concept Explanation: Explain environmental concepts, processes, and models presented in written format

- Visual Representations: Analyze visual representations of environmental concepts and processes
- Text Analysis: Analyze sources of information about environmental issues
- Scientific Experiments: Analyze research studies that test environmental principles
- Data Analysis: Analyze and interpret quantitative data represented in tables, charts, and graphs
- Mathematical Routines: Apply quantitative methods to address environmental concepts
- Environmental Solutions: Propose and justify solutions to environmental problems
- **Course Content:** There are four Big Ideas which serve as the foundation of the course and allow students to create meaningful connections among concepts. They are often overarching concepts or themes that become threads that run throughout the course. Revisiting the Big Ideas and applying them in a variety of contexts allows students to develop deeper conceptual understanding. Below are the big ideas of the course and a brief description of each:
 - Energy Transfer (ENG): Energy conversions underlie all ecological processes. Energy cannot be created; it must come from somewhere. As energy flows through systems, at each step, more of it becomes unusable.
 - Interactions Between Earth Systems (ERT): The Earth is one interconnected system. Natural systems change over time and space. Biogeochemical systems vary in ability to recover from disturbances.
 - Interactions Between Different Species and the Environment (EIN): Humans alter natural systems and have had an impact on the environment for millions of years. Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment.
 - Sustainability (STB): Human survival depends on developing practices that will achieve sustainable systems. A suitable combination of conservation and development is required. The management of resources is essential. Understanding the role of cultural, social, and economic factors is vital to the development of solutions.

History/Social Studies

The social studies curriculum is based on core knowledge in history and social sciences and the California State Standards and CA History-Social Science Frameworks. In addition to acquiring core knowledge in history and social science, the curriculum also requires students to develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present. Teachers utilize literature from around the world, non-fiction, primary and Internet resources to develop students' critical understanding of history and their own identity. Instruction is aligned to guiding questions and projects, providing opportunities for students to explore and celebrate community, diversity and multiculturalism. Students apply what they've learned in presentations, projects, simulations, and productions. Students learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, to recognize the likelihood of the impact of the past and present on the future, and to appreciate universal historical themes and dilemmas.

Students will read primary sources and historic literature, conduct research, write and present findings. Much of the grade level reading material is presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students' comprehension levels. Social studies will also include instruction in expository writing.

I. Sociology (Core; College-Prep)

This course is designed to introduce students to the sociological study of society. Sociology focuses on the understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the relationship between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. The sociological perspective requires students expose and analyze implicit assumptions

about human behavior. For many students, this will be their first experience with social scientific theory, which requires a high level of abstract thinking.

II. World History (Core; College-Prep)

World History is a year-long required course that explores the key events and global historical developments since the Paleolithic age that have shaped the world we live in today. Modern World History covers all aspects of human experience, ranging from economics, religion, philosophy, science, and literature, and the arts to politics and law, as well as military conflict. The major historical units will include the following: Early Modern Times, Enlightenment and Revolution, Industrialization and a New Global Age, World Wars and Revolutions, and the World from 1945 to the Present.

This course will illustrate connections between students' lives and those of ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will build upon their ability to read for comprehension and critical analysis by summarizing and paraphrasing, note taking and organization, categorizing, comparing, and evaluating information, as well as writing clearly and convincingly, expressing facts and opinions orally, and using technology appropriately to present information.

III. US History Since the Civil War (Core; College-Prep)

This is a year-long course. It is a thorough course covering the history of the United States and builds on what was learned in World History. Students will review the nation's beginnings, democratic ideals, and industrial transformation. They will trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. Students will consider major social problems of our time and trace their causes in historical events. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents.

IV. US Government and Politics (Core; College-Prep) - 1 Semester Course

In US Government and Politics, students will examine the history, principles, and function of the political system established by the U.S. Constitution. Starting with a basic introduction to the role of government in society and the philosophies at the heart of American democracy, this course provides students with the knowledge needed to be informed and empowered participants in the U.S. political system.

Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources, make arguments, and take informed action. In written assignments, students address critical questions about U.S. politics and the role of individual Americans in the politics and political organizations. In discussion activities, students respond to political opinions, take a position, and defend their own claims. Formative and summative assessments provide students — and teachers — with ample opportunities to check in, review, and evaluate students' progress in the course.

V. US and Global Economics (Core; College-Prep) - 1 Semester Course

US and Global Economics offers a tightly focused and scaffolded curriculum that introduces key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students will perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

VI. AP US Government & Politics (Core; College-Prep) - 1 Semester Course

AP US Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Students study general concepts used to interpret US Government and Politics and analyze specific topics, including:

- Constitutional Underpinnings
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of National Government
- Public Policy
- Civil Rights and Civil Liberties

An integral part of the course includes analysis and interpretation of basic data relevant to US Government and Politics, and the development of connections and application of relevant theories and concepts.

Course Goals and Objectives: Students successfully completing this course will:

- Describe and compare important facts, concepts, and theories pertaining to US Government and Politics
- Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- Interpret basic data relevant to US Government and Politics (including data presented in charts, tables, and other formats).
- Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

VII. AP US History (Core; College-Prep)

The AP US History course is a full year course focused on the development of historical thinking skills and an understanding of content organized around seven themes:

- American and National Identity
- Politics and Power
- Work, Exchange, and Technology
- Culture and Society
- Migration and Settlement
- Geography and the Environment
- America in the World

In this course, students will develop the following historical thinking skills:

- Analyzing evidence: content and sourcing
- Interpretation
- Comparison
- Contextualization
- Synthesis
- Causation

- Patterns of continuity and change over time
- Periodization
- Argumentation

AP US History will:

- Provide students with the thinking skills and enduring understandings necessary to deal critically with the main issues and documents of US history
- Prepare students for intermediate and advanced college courses by making demands upon you equivalent to those made by full-year introductory college courses
- Enable students to assess historical sources — their relevance to a given interpretive problem, their reliability, and their importance — and to weigh the evidence and interpretations of the past presented in historical scholarship
- Develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format
- Train students to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events
- Teach students to take notes from both printed materials and lectures or discussions, to write essay examinations, and to write analytical and research papers
- Enable students to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others

Language Other Than English

Legacy College Prep is designed to prepare students for the 21st century, and we know that equipping students with proficiency in a language other than English is critical in our multi-cultural Los Angeles community and our increasingly interconnected world. All students will have the option to take Spanish. The specific language courses available may vary year to year depending on student need.

Legacy College Prep's Languages Other Than English program incorporates the California World Language Standards and the California Framework for Foreign Language K-12. Per A-G requirements, students are required to take at least two years of a foreign language with a grade of C- or better. Counselors will work closely with students who transfer to Ednovate to take additional languages offered at neighboring community colleges or online, including high-quality summer school options.

I. Spanish I (Core; College-Prep)

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

II. Spanish II (Core; College-Prep)

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported

speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

III. Spanish III (Core; College-Prep)

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students will read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials will engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

IV. Spanish IV

In Spanish IV students are introduced to a rigorous course of study through novels, poetry, short stories and dramatic productions. In addition, an in-depth study and analysis of Latin culture, including food, music and history will be a cornerstone of the course. The class is fully immersed in the Spanish language. The pedagogical practice will include direct instruction, guest speakers, field trips, and will emphasize collaborative work and conversations among students to foster language proficiency. An expansion of vocabulary and grammar will be a major focus. At the conclusion of the course, students will be able to read, write and speak Spanish for content and be well-versed with Latin countries' historical importance and literary pillars.

V. AP Spanish Language and Culture (Core; College-Prep)

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.

It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam.

VI. AP Spanish Literature and Culture (Core; College-Prep)

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and US Hispanic literature. Students develop proficiencies across

the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

The course framework includes two essential components – Course Skills and Course Content:

- **Course Skills:** The course skills are central to the study and practice of Spanish literature and culture. Students should develop and apply the described skills on a regular basis over the span of the course:
 - Analysis: Analyze and/or interpret literary texts and audio sources in the target language.
 - Cultural Context and Connections: Make connections between a literary text and a non-literary text or an aspect of culture.
 - Comparing Literary Texts: Compare literary texts.
 - Comparing Texts and Art: Compare a text to artistic representations
 - Argumentation: Write a literary analysis
 - Language and Conventions: Use accurate language and apply appropriate conventions of written language.
 - Literary Discussions and Presentations: Engage in discussions about literary texts in the target language.
- **Course Content:**
 - The course content is organized into units of study that take a chronological approach to the study of the literary works. These units comprise the content that colleges and universities typically expect students to master to qualify for college credit and/or placement.
 - The content is grounded in 38 required texts. The required readings for this course and its exam sometimes present difficult human issues and situations that may be challenging for some students. Teachers should prepare, guide, and support their students as they engage with these texts.
 - The six required course themes in AP Spanish Literature and Culture provide a meaningful basis for making contextual connections among works of different genres, periods, movements, and techniques. Instruction should overlap the themes within the units instead of creating units that are organized around just one theme:
 - Las sociedades en contacto
 - La construcción del género
 - El tiempo y el espacio
 - La creación literaria
 - Las relaciones interpersonales
 - La dualidad del ser

Visual and Performing Arts

Using the CA Visual and Performing Arts Standards as a base, Legacy College Prep's arts program grounds students in the discipline, detail and focus of the arts. Students explore their own creative processes and the skills and techniques of professional artists. The curriculum stresses the artistic process over the final product and strives to foster an appreciation for the creative endeavor and the willingness to take risks, the inherent discipline and rewards of the creative process, cultural relevance, and a sense of art history, and a sense of one's own infinite creative possibility. A minimum grade of a C-

in at least one year of Visual or Performing arts is required to meet UC/CSU A-G requirements; a second year also meets the “G” requirement.

I. Concert Band (Non-Core; College-Prep)

Concert Band is an entry-level instrumental performance course. The primary goal and function is to introduce students to musical literature along with a wide array of performance opportunities. Students will spend time preparing literature from varying musical styles and genres while studying music theory and history. Students will perform in concerts which may require evening and weekend rehearsals.

II. Advanced Concert Band (Non-Core; College-Prep)

This course is for the advanced instrumental music student. This is a performance-based ensemble where students will continue to build and develop their musicianship and technical skills. Fundamentals will be reviewed and emphasized. Students will be exposed to contemporary, classical, and traditional high school band literature. Performances at designated band festivals, concert performances, athletic band activities, and community functions are required of all students.

III. Digital Imaging (Non-Core; College-Prep)

This course is an introduction to graphic design. Students will learn about raster image editing and vector graphic creation. Students will develop an understanding of, and apply, color theory and the principles of design. The course also covers the fundamentals of photography and graphic design career exploration.

Physical Education

This course aims for each student to make decisions that promote their overall health and wellbeing. The program is designed to help shape positive self-image while providing students with skills and strategies specific to a wide variety of movement and fitness opportunities. Students will develop cardiovascular endurance, muscle strength and endurance, and flexibility. Units of instruction include: introduction to kinesiology and physical education with personal fitness emphasis, personal fitness concepts and techniques, cardiorespiratory endurance training, nutrition, and individual, team, and recreational games.

I. Physical Education and Wellness I (Non-Core; Non-College-Prep)

This course focuses on physical, social, emotional, and mental aspects of health. Students will explore the impact of physical activity and nutrition on one’s health; mental health; the impact of various legal and illegal drugs and medications, tobacco, and alcohol on the body; infectious and noninfectious diseases. Additionally, students learn techniques physical activity and create fitness goals.

VII. Physical Education and Wellness II (Non-Core; Non-College-Prep)

This course is designed to give students the opportunity to learn weight training concepts and techniques to achieve high levels of fitness. Students will benefit from exposure to comprehensive weight training, cross training, technology in fitness, proper supplementation, and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and resources used to maintain quality fitness levels. The course will include lecture, activity sessions, assessments to ensure safety, and fitness program development.

Community Courses

I. Advisory (Non-Core; Non-College-Prep)

Upon enrollment, each student will be assigned to an advisor. When possible, they will stay with the same advisor and/or advisory cohort for their **whole** four years in high school. Advisory is designed to

build strong relationships between classmates, their advisor, and other students in their advisory. The advisor's role is to support his/her advisees throughout their path to graduation in a variety of ways, including:

- Building healthy relationships and community
- Preparing students for a successful day
- Monitoring students' progress toward promotion
- Monitoring students' college and career planning
- Referring students for support services
- Communicating with students, their parents, and their teachers
- Assisting students when they are absent

II. College Preparatory Seminar Course (Non-Core; Non College-Prep)

Through a yearlong course, students will be guided through the college application and financial aid process. College applications and decisions are guided through a lens of fit based on finances, career, support, and preferences. In the spring, the focus shifts to being prepared to succeed in and persist in college, with "life skills" lessons and instruction in such things as managing personal finances, time management, and identity and social/emotional work to support the transition as college will be the first time students will be immersed in environment with many peers who come from very different backgrounds and circumstances.

Innovative Curricular Components of the Educational Program

Legacy College Prep is committed to constant improvement, a quality that is critical in today's rapidly changing educational landscape. Legacy College Prep students will be taught to have a mastery mindset, persisting through challenges with perseverance and grit, and the school's staff will model that mindset through the instructional program. By design, the Charter School will evolve rapidly to constantly improve on its ability to meet the needs of students. Legacy College Prep teachers will have the flexibility to innovate in their classrooms and the autonomy (balanced with high accountability) to select curricular tools, instructional strategies, and use of technology as they see fit. On an ongoing basis, they will use real-time student achievement data to evaluate the efficacy of their instructional decisions. Tools and strategies that positively impact student performance will continue to be put to use (and often spread more widely throughout Legacy College Prep), and what does not show positive results can be quickly abandoned. This model of data-driven iteration in classrooms and at the school level will allow Legacy College Prep to hold true to its basic tenets (Positive Multigenerational Change, personalized learning, purpose, and community) and intended outcomes while allowing for flexibility, creativity, and innovation to constantly increase student achievement.

Intervention and Enrichment Programs

As mentioned above, and detailed more fully below in the section on Students with Special Needs, Legacy College Prep will implement a Multi-Tiered System of Support (MTSS) program to support student learning and mastery of grade level standards. MTSS is an evidence-based model that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. Students who are struggling to achieve mastery will receive targeted assistance from instructional and support staff as detailed below in the section on Students with Special Needs and will be provided with multiple opportunities to improve their performance and master content.

Enrichments, as described above, include a music as well as digital imaging courses, two years of required P.E. for all students, world languages, and electives in core subjects. We also offer a comprehensive after-school program including a variety of enrichments such as Anime Club, Yearbook, Fashion, Dance, Arts & Crafts, Cooking, Film, Drama, Gaming, Poetry, Pride & Friends, Workout + Fitness, The News Corner, Youth Power Club, Student Ambassadors, Junior Committee, Senior Committee, and Associated Student Body.

Curricular and Instructional Materials

All of Legacy College Prep’s courses are designed in alignment with State Standards. Given the importance we place on collaboration, we have our teacher teams work together to develop detailed pacing plans for our courses using the key principles of backwards planning and Understanding By Design.⁴⁴ Therefore, the teachers start with the goal of having their students master all of the CCSS and then plan backwards to determine the most appropriate sequencing of instruction.

For our core textbooks/online curricula, Legacy College Prep uses materials aligned with California standards. Teachers in each content area may work with the Principal to gain approval for the use of alternative materials than those listed in this charter petition.

Content Area	High School (9th-12th) Instructional Materials
English Language Arts	<ul style="list-style-type: none"> ● California Collections (HMH) ● Achieve 3000 (www.achieve3000.com) ● Textbooks approved by the College Board for Advanced Placement Literature and Composition. ● Common Core recommended texts ● Newsela: https://newsela.com/ ● Edgenuity ● Springboard Curriculum
English Language Development	<ul style="list-style-type: none"> ● Kate Kinsela’s ELA 3D ● Rosetta Stone
Math	<ul style="list-style-type: none"> ● CPM: Integrated Math 1/ Integrated Math 2/Integrated Math 3 & Pre-Calculus ● Calculus of a Single Variable 10th Edition by Larson ● Statistics Modeling the World (AP Edition) ● IXL: https://www.ixl.com/ ● Texts approved by the College Board for Advanced Placement math ● Edgenuity ● Khan Academy ● The AP Classroom - Collegeboard resources ● Achievement First Curriculum
Social Studies/ History	<ul style="list-style-type: none"> ● HMH Social Studies World History Student Edition- Houghton Mifflin ● Online resources at www.myhrw.com ● Facing History and Ourselves: https://www.facinghistory.org/ ● Stanford History Education Group: https://sheg.stanford.edu/ ● The Americans: Reconstruction to the 21st Century: Grades 9-11 by McDougal Littell ● World History - Modern World History: Patterns of Interaction (Holt McDougal) ● AMSCO AP World HIstory: Modern & Ways of the World by Strayer (3rd Edition) ● AMSCO United States History 2018 Edition ● AMSCO Advanced Placement United States Government & Politics, 3rd Edition ● Textbooks approved by the College Board for Advanced Placement US History and World History ● Common Core recommended texts ● Animal Farm, Things Fall Apart ● National Geographic ● Edgenuity

⁴⁴ Wiggins, G & McTighe, J. (2001) Understanding by Design. Prentice Hall.

Science	<ul style="list-style-type: none"> Textbooks approved by the College Board for Advanced Placement science courses Common Core-recommended texts Newsela: https://newsela.com/ Edgenuity Activate Physics Textbook CK-12 Textbook Environmental Science for the AP Course, 3rd Edition, Friedland & Relyea The AP Classroom - Collegeboard resources
Language Other Than English	<ul style="list-style-type: none"> DuoLingo Textbooks: Aventuras, Realidades, Descubre SRI Lexile “Habla con Eñe” (https://www.hablaconene.com/)
Health	<ul style="list-style-type: none"> Holt Lifetime Health 6 Year Subscription Interactive Online Edition
Music Digital Imaging	<ul style="list-style-type: none"> Teacher-created materials, varies by level Sound Trap PIXL curriculum
Other Content Areas	<ul style="list-style-type: none"> APEX for credit recovery intervention Goalbook - for IEP goal support (goal creation, progress monitoring and academic strategies) Edgenuity for credit recovery intervention

All of our materials are selected based on rigor, alignment with the standards, and opportunities for scaffolding to meet the needs of all learners. Teachers carefully supplement the core curricular materials with additional materials and strategies to support our EL and special needs students as described below.

Comprehensive Course List

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
English Language Arts	English 9 Honors English 9 English Language Development	English 10 Honors English 10 English Language Development	English 11 AP English Language English Language Development	English 12 AP English Literature English Language Development
Mathematics	Integrated Math 1 Honors Int Math 1 Integrated Math 2	Integrated Math 2 Honors Int. Math 2 Integrated Math 3	Integrated Math 3 Honors Int. Math 3 Pre-Calculus	Pre-Calculus Statistics AP Statistics AP Calculus AB
Social Studies	Sociology Sociology Honors	World History Honors World History AP World History	US History AP US History	Economics Government AP Government
Science	Biology Biology Honors	Chemistry Honors Chemistry	Physics Honors Physics	Environmental Science AP Env. Science AP Biology
Language Other Than English*		Spanish 1 Spanish 2 Spanish 3	Spanish 2 Spanish 3 Spanish 4 AP Spanish Language	Spanish 3 Spanish 4 AP Spanish Language AP Spanish Literature
Visual and Performing		Concert Band Digital Imaging	Concert Band Advanced Concert	Advanced Concert Band Digital Imaging

Arts			Band Digital Imaging	
Physical Education/ Health	Physical Education and Wellness I Physical Education and Wellness II	Physical Education and Wellness I Physical Education and Wellness II		
Additional Electives				College Preparatory Seminar Course
Advisory	Advisory			

**depending on student need*

INSTRUCTIONAL METHODS AND STRATEGIES

Mastery of the standards is the primary focus of the school’s instructional program. Personalized learning is at the core of Legacy College Prep’s instructional methods and strategies. Teachers differentiate both online and offline coursework to provide scaffolds and supports for students who need additional help, as well as to allow for different ways for students to access content and demonstrate mastery.

The use of technology allows teachers to do this more efficiently than they would be able to in a traditional classroom. For example, teachers can share differentiated resources with individuals or groups of students; they can also offer different ways for students to learn new content, such as through video, reading, or lecture. As instructors develop their curriculum, resource documents are built to embed these additional supports for students in each unit, topic, or concept. By using the technology embedded in the instructional design of the school, students work with a variety of cloud-based software, Internet applications, email, organizational tools and hardware. This builds the technological proficiency that has become a real-world essential skill set.

To further prepare students for college-level work, Legacy College Prep provides students with the opportunity to work independently during the learning cycle on standards-aligned self-guided lessons created and curated by their teachers to meet quarterly objectives. Students who are able to move quickly through lessons can do so and are then challenged by rigorous extension learning task; students who work more slowly are able to get the support they need, reviewing content from earlier in the lesson or pressing “pause” on a video to practice another problem. Teachers serve as facilitators and coaches, providing support to all students throughout the lesson and implementing individualized and small group interventions in the moment as needed based on a constant flow of real-time data.

From time to time, Legacy College Prep may adopt distance learning as an instructional method and adjust its approach to personalized learning and use of technology accordingly. In spring 2020, Legacy College Prep temporarily switched to distance learning along with all other California public schools due to COVID-19. While many aspects of our instructional program and strategies were adequately replicated in a remote learning format, several modifications were made in order to continue supporting all students remotely. In addition to an increased reliance on technology, a larger portion of the school day was dedicated to office hours and interventions to enable targeted, personalized support. We anticipate the potential need to utilize distance learning in the future and are committed to refining instructional plans and strategies to continue delivering personalized instruction. In addition to academic supports, Legacy also incorporated an online advisory class, similar to the advisory course in person. In advisory, student well being and community building were prioritized. Clubs were also incorporated into the school day to support the feeling of community. Currently Legacy has over 10 clubs that meet online including cooking club, workout club, film club, and anime club.

In order to successfully implement these personalized instructional strategies, we invest in our teaching staff. We believe in hiring skilled education professionals, providing them with comprehensive and ongoing training and coaching, establishing clear structures and time for teachers to collaborate, and empowering them with a high degree of autonomy to develop their courses; that autonomy is balanced with accountability for student achievement and growth over time. Teachers, with coaching and support from administrators (in addition to the supports listed earlier in this application), select their own online and offline curricular tools that support instruction of the standards. Though curriculum will vary from classroom to classroom, certain aspects are consistent across all classrooms as described below.

In order to ensure a mastery focus, teachers meet with their instructional coach weekly for observation debriefs, gradebook analysis, and a deeper reflection into one mastery-based assignment in order to make plans for reteaching, reassessing, and also to continue any bright spots and highlight best practices. Coaches will additionally participate in a one hour Guided Analysis with each instructor quarterly to reflect on Interim Benchmark Assessments. This helps instructors backwards plan, map to their content standards, and assure a mastery focus for all classrooms. Additionally, teachers have weekly Professional Development focused on a wide range of topics including: Differentiating for subgroups (Gifted, Students with Disabilities, and English Learners), collaboration on Response to Intervention practices, Student Work Analysis, classroom management, and culture building, as well as collaboration time for vertical alignment to ensure college readiness.

Because Legacy College Prep students are given the latitude to move at their own pace through digital content, teachers will plan at least a full quarter's worth of content before each quarter begins. We establish breaks in our calendar throughout the school year to facilitate intensive review of teacher data, collaboration and planning time, and coaching sessions with individual teachers. Teachers start their instructional planning with the standards, backwards planning and breaking them down into units and lessons that allow students to move up through Bloom's Taxonomy for each standard. Digital content creation is especially conducive to differentiation, and teachers are expected to consider the needs of students who are struggling, students who are advanced, students with special needs, and students who are English Learners as they create their coursework.

In Legacy College Prep's personalized learning model, instruction is highly dynamic to meet the needs of all students, and teachers must have a variety of tools and strategies in their instructional toolboxes. In addition to the techniques listed above (e.g., Personalized Learning, Blended Learning, Differentiation, etc.), Legacy College Prep teachers are also trained to use classic research-based strategies, including those named in Ednovate's Personalized Learning Toolkit below, to best meet the needs of each student, and they are also challenged to identify areas where technology can enhance these instructional moves.

Instructional strategies follow the cycle described in the Ednovate Personalized Learning Toolkit:

- Assess: Create methods for instant feedback
- Analyze: Sort and look for patterns in the data
- Act: Match your instructor moves to areas of need

After reviewing student data, teachers may use any combination of the following instructional moves:

- Inductive thinking
- Concept attainment
- Synetics model
- Group investigation
- Advanced organizer
- Inquiry training
- Awareness training
- Non-directive

As part of the school's goal of preparing college-ready graduates, students will also be taught to be self-aware about their learning. For students to be able to reflect on and drive their own learning, they will have a common language.

When using the Ednovate Personalized Learning Toolkit, an instructor has a wealth of vetted tools easily accessible. If the World History teacher noticed that one group in their second period class is bored with their discussion, their Grade Level Lead may guide them towards using a Platinum (advanced) Level Discussion asking students to come up with their own solutions to the world problems they are currently studying. In another classroom, the Biology teacher may be practicing shout outs on Fridays with their Advisory in order to focus on areas where they are doing well and for public recognition. In a coaching meeting, the 12th Grade English teacher may be guided through the cycle of Assess, Analyze, Act in order to push even more of his students to reach mastery on grammar application. Finally, the Integrated Math II course, the teacher may be helping students understand the angles behind architecture and design in order to help students design a birdhouse for their final project. With the Personalized Learning Toolkit, education of the whole child can be more accessible through a multifaceted approach.



Personalized College Preparation

Curriculum

Baseline curriculum elements for personalization: Mastery based grading aligned to CCRS - All modules are planned, integrating the CCRS with your content and clearly defined mastery targets and grading structures by the first day of the quarter.
Self Paced Modules - As long as they are meeting the min. requirements, students control the pace of their learning

Modules: Utilize, purchase, curate or create a seamless 10 week college prep learning experience

Modules = Objectives+ Learning Experiences + Assessment + Design

Curriculum/Units Standards & Content Escalating learning experiences Tests and Quizzes Sequence

Mastery Objectives for Every Lesson

Varied Learning Experiences (Skillful Teacher)

Each created lesson is driven by objectives that can clearly answer the following two questions:

- I. What did I want my Scholars to learn (know and do) today?
- II. What will I take as evidence that our objective has been met?

Learning Experiences	Differentiation choices instructors can make
Source of information	Conventional or Constructed
Resources Used	Text, teacher, peers, parents, Interviews, observation, audiovisual, online, experience/imagination
Personal Relevance	Contrived, Simulated, Real
Competition	Competitive, Individualized, Cooperative
Supervision	Supervised, facilitated, independent
Expressing the self	No, yes, matched
Degree of abstraction	Concrete, representational, abstract
Cognitive level	Bloom's Taxonomy
Structuring learning	Teacher, Student or negotiated for content, behavior, procedures, products, closure.
Grouping	Low, moderate, high
Sensory Channels	Visual, Kinesthetic, Oral, Writing

Sample Module Sequence and Design

Platinum	6. Create	Develop or imagine your own solution
Gold	5. Evaluate	Agree, disagree or recommend & defend answer
	4. Analyze	Compare and contrast to previously learned material
Silver	3. Apply	Try new learning on a similar problem
	2. Understand	Summarize what you learned
Bronze	1. Remember	Start with the why and by learning the facts

Assessment Types: Live questioning, Authentic Performance tasks, Multiple Choice/Fill in the blank, Observation of performance (short answer, essays, problem solving tasks), Examination of student products (notebooks, binders, portfolios, oral and written reports and exhibitions)



Community

Create an environment where learning is the ultimate objective for our community. Show that WE CARE by building healthy relationships and expecting more from them than they expect from

We create the best personalized college preparation experience

Baseline community elements for community:

Create a sense of community - Build healthy relationships by getting to know each student and creating space for dialogue and conversations.
Clear, fair & consistent classrooms - Ensure consistency across all classrooms by holding students to the high standards in our Guide to Thrive.

Consistent Culture First. We are a culture first school. We prioritize creating a consistent and productive learning environment across all classrooms.
Clear, Fair and Consistent Discipline. *I merit is our gratitude, I demand is our warning.* We use a merit/demerit system to track progress of developing self control and ability to create a healthy community of learning.
Bell-to-Bell Engagement. Have consistent opening and closing independent work routines. Ensure learning from bell to bell.
Affirming Accountability. When you are simultaneously affirming (positive, enthusiastic, and thoughtful) and accountable (clear, consistent, and firm) you demonstrate that caring and accountability are not mutually exclusive.
100 Percent 9. There's one acceptable percentage for creating a community of respect with each other: 100%.

Proactive: Building Healthy Relationships

Community Circles Start and end each period with check in and out ?s.	Public Shoutouts Make compliments public and frequent.	Communicate Value Use individual names and know what makes them tick.	Respect Speak with integrity and courtesy.
Set Goals and Celebrate Reflect daily on progress of individuals and class.	Equity Check your biases. Minimize double standards.	Realness Share a few personal experiences from your life.	Humor and Fun Students like adults who smile. Have fun everyday.

Reactive: When processing a consequence with a student, help them see their higher self by...

Strengthening Relationships Process consequences with students in a way that repairs and strengthen relationships and the harmony in the community.	Sets High Expectations w/Supports. Hold all students to high expectations while offering supports by emphasizing doing things "with" the student and not "to" or "for".	Equity of Voice Give space for student to also express thoughts, in the moment or at a time that is appropriate for the learning community.
Teacher Effectiveness Gets teachers and students to clarify who really owns the problem, use appropriate skills and negotiate a no-lose solution using a set of moves.	Self-Awareness Teaches students to read their own feelings so they know what leads to outbursts or other behaviors that disrupt the learning community.	Personal Influence Teachers build strong relationships to motivate students towards behavior. Or engage other teammates who can connect help.

Creating a community Through questions rather than give advice

Possibility Conversation. When at a crossroads, what actions are possible today that can transform our community and you?
Ownership Conversation. What have you done to contribute to the very thing you complain about? How are you invested in the well being of the whole?
Dissent Conversation. What doubts or reservations do you have?
Commitment Conversation. What promises are you willing to make?
Gifts Conversation. What gratitude do you hold onto that has gone unexpressed? What have others done to positively impact you?

Before removing from a community, try these alternatives

1. **Coordinated Behavior Plan.** Target behavior to be reduced. Clean weeks
2. **Alternative Programming.** Alt. schedule, classes, course, social content
3. **Behavior Monitoring.** Tracking slips to be signed daily
4. **Community Service.** Service learning programs, projects and experiences
5. **Counseling.** Partnering with service providers to address other needs
6. **Parent Suspension in School.** Have parent shadow students around classes
7. **Alternative Programming.** Alt. schedule, classes, course content
8. **Restitution.** Financial or in-kind payments to restore or improve community

The foundation for good teaching is a goal aligned and rigorous curriculum that is fully prepared by the start of each quarter. Every interaction w/students needs to be personalized to what they need, when they need it & how they need to learn it best...quickly.

Instruction

Baseline Instruction elements for personalization:

Various grouping and learning spaces - Sitting up, standing, on the ground, independently or groups, allow for students to learn in ways that best suit their needs
Goal Setting - As long as they are meeting the min. requirements, students control the pace of their learning for most of their class time

Continuous Improvement cycle (Data Wise)

Assess- Create methods for instant feedback:

- **Mastery quiz trackers** - Create a quiz for each standard to get a sense of daily mastery
- **On-pace metrics** - Whether on your walls or online, have students see daily if they are on or off pace
- **Grade Predictors** - Create a system that allows students to see how their effort can immediately impact their grades
- **Goal Trackers** - Set goals at the beginning of a class and then evaluate at the end of the period to see instant progress or feedback
- **On Task Monitoring** - Move around, use Hapara to get live feedback



Act: After analyzing student data, match your instructor moves to areas of need:

Dynamic Daily Grouping: Regroup, re-seat, check in with students by their performance on standards, pace, ability, heterogeneously, ability to stay on task, etc.

Provide Immediate Feedback Often; Pinball around w/specific feedback, create a 1:1 station where students come to you and update your grades as soon as possible

Models of Teaching (The Skillful Teacher)

Inductive Thinking	Concept Attainment	Synetics Model	Group Investigation
Scholars develop an ability to make inferences from data by gathering, grouping, labeling, comparing, inferring, hypothesizing, and generalizing.	Scholars develop their skills in logic, analysis, comparing and contrasting by giving examples of positive and negative exemplars.	Scholars connect something new with something that is familiar by using analogies	Scholars learn to respect different points of view, become more independent learners, and develop group process skills.
Advanced Organizer This model seeks to advance a body of knowledge and promote a meaningful (hierarchical arrangement) assimilation of information.	Inquiry Training Fretcat is expected to put his or her knowledge to work to solve a problem. In the process, there is more knowledge to be gained.	Awareness Training Bridges individual's own experiences with experiences of other Scholars to discuss feelings and thoughts about learning in a language within a social context.	Non-Directive The Fretcat acquires responsibility for one's own learning and the skill to plan and develop plans. Scholars become aware of their feelings and thoughts about themselves and others.
Classroom Strategies that Work- Marzano		Teach Like a Champion (LeMoV)	
<ul style="list-style-type: none"> Identifying similarities and differences Summarizing and note taking Reinforcing effort and providing recognition Homework and practice Non-linguistic representations Cooperative Learning Setting objectives and providing feedback Generating and testing hypotheses Quizzes, questions and advanced organizers 		<ul style="list-style-type: none"> Be META - Model your thinking and problem solving skills for our scholars. Use well chosen explanatory devices to name the steps to your thinking. Gradual Release - Gradually transfer your knowledge and skills to the point where students can do it themselves. Create Pattern Experts - Experts see patterns in problems before solving. 	

the world's personalized learning experience



Purpose

Demonstrate care about our students' future. Ask them "At what points do my talents and deep happiness meet our world's deep need?" and then encourage them to major and make a career from their answer.

Baseline purpose elements for purpose:

Align course to annual themes - Help our students build awareness of their strengths and the world around them through our annual themes culminating in a senior thesis reflection on the question "At what points do my talents and deep happiness meet the world's deep need?" Career exploration through performance tasks - Help students "try" different careers through performance tasks.

Road Map to lighting the fire for Positive Multigenerational Change Annual Themes:	G.R.A.S.P.S Brainstorming PMC Performance Tasks: Create a real life experience	Examples of PMC Performance Tasks:	
9th grade - Know yourself	Goal: Assign a clear challenge or goal. *Your goal is to win a consulting contract with a national health care firm to provide affordable health care in the state of California.*	History/ Social Studies	Perspective: Compare British and French textbooks accounts of the Revolutionary War to your textbook account.
10th grade - Know your community		Mathematics	Read Flatland and a set of letters between mathematicians explaining why they fear publishing their findings; write a reflective essay on the difficulty of explaining new ideas, even "abstract" ones.
11th grade - Know your nation	Role: Define the role that our students will play. *You are a lead consultant for a top consulting firm in the country.*	English Language Arts	What makes a "great book"? Make an audiotope review of a favorite book for the school library.
12th grade - Know your world		Arts	Write and perform a one-act play on a school issue.
Senior Thesis - "At what points do my talents and deep happiness meet our world's deep need?"	Audience: State who they will be presenting to *The audience is the President and Board of Health Care Solutions.*	Science	Read and discuss premodern or discredited scientific writings to identify plausible or "logical" theories (given the information available at the time).
Critical Thinking Rubric <u>Make critical thinking a habit of mind</u> Significance- Why is this important? Why should I care? Perspective- Who says? How does the author's experience influence the ideas presented? Evidence- What argument is being made? What facts are used to support the argument? How do I know they are fact versus opinion? Connection- How does this work connect to me? How has it been influenced by the past? How could it affect the future? Supposition- How would my life be different if this wasn't true or never happened? What would happen if you changed part of the problem?	Situation: What are students asked to do *Your team has been asked to calculate when the nursing shortage will end, if ever, and if not, what can HCS do to be a part of the solution.* Product/Performance: What is the deliverable? *Your team will need to present your calculations and potential solutions at an upcoming board meeting, prepared to answer questions immediately afterwards. Additionally, each individual will have to write a paper answering questions of significance, perspective, evidence, connection, supposition and your knowledge of self in the context of this national problem.* Standard for Success: What does success look like? *Your team needs to complete a 10 min. presentation, 8-10 slide powerpoint and a 2 page written paper.* Full example here	See the Big Picture: Resume vs. Eulogy Virtues	
		Resume Virtues	Eulogy Virtues
		"are the ones you list on your résumé, the skills that you bring to the job market and that contribute to external success."	"They're the virtues that get talked about at your funeral, the ones that exist at the core of your being—whether you are kind, brave, honest or faithful; what kind of relationships you
		Essential Questions: Where do my talents and deep happiness intersect with the world's greatest need? How can I use my college degree and careers to make a PMC?	

How the Instructional Methods Will Ensure Mastery of Standards

Instructional methodologies and curriculum at Legacy College Prep will align directly with the CCRS in ELA and Math, Next Generation Science Standards, and are designed using the State’s Educational Frameworks. Personalized learning is at the core of Legacy College Prep’s instructional methods and strategies. Teachers differentiate both online and offline coursework to provide scaffolds and supports for students who need additional help, as well as to allow for different ways for students to access content and demonstrate mastery. Instead of direct instruction of all scholars, teachers use various grouping techniques to address students’ needs. For instance, teachers may pull a small group of students who are English Learners, students with disabilities, students who are struggling with a particular topic, or students who excel in-group discussion. Because of the flexible classroom environment, teachers are able to constantly adapt their methods to best fit their students’ needs. In this way, students are able to make continual progress towards mastery of standards.

All faculty participate in comprehensive Professional Development each summer and throughout the school year along with targeted coaching to ensure they are aligning curriculum planning to desired outcomes via backwards planning.

STUDENT USE OF TECHNOLOGY

Legacy College Prep integrates technology throughout the program, both to ensure that students develop critical 21st century skills in using tech-based tools, as well as helping to personalize instruction and maximize student achievement. The core academic curriculum at Legacy College Prep is delivered through a combination of online coursework, which students complete through teacher-created “modules” via an online learning platform, Canvas. All students are provided a Chromebook (1:1 ratio) to use while attending Legacy College Prep and technology is integrated throughout every class period and students take a combination of online and in person interim benchmark assessments, further preparing them for computer-based standardized assessments. Students learn basic computer skills (Word, Excel, Prezi, etc.), as well as internet research skills and online communication proficiency. The school utilizes an integrated data management system, Illuminate, to collect, analyze and report student achievement data and other required measures (e.g., attendance, student behavior, etc.). Parents and students have real-time access to our current SIS, Illuminate, and future SIS, PowerSchool (rolling on in 2021-2022 school year) to access current grading and homework assignments.

Additionally, Legacy College Prep may utilize technology and/or modify its technology supports to enable distance learning from time to time. For example, in spring 2020, all public schools abruptly switched to distance/remote learning due to COVID-19; Legacy College Prep adapted its use of technology among students to continue delivering high-quality instruction. Future circumstances may call for ad hoc changes to Legacy College Prep’s technology and/or data management strategies.

GRADUATION REQUIREMENTS

Legacy College Prep graduation requirements exceed the A-G requirements of the University of California/California State University System and allow all students to graduate ready to enter a four-year college or university. Students are required to pass courses with a C- or better. With five course periods in the bell schedule and four years, students take 20 courses towards graduation (“College Prep Elective” overlaps with an advanced year of a core course.) Any course required over the UC/CSU requirement will go towards the G Elective.

Students with disabilities, including 504 plans, receive accommodations and modifications in regard to promotion requirements as required by law and as determined appropriate by Charter School administration and the students’ parents/guardians as part of the IEP team.

	Ednovate	UC/CSU A-G Eligibility	Credits
History/Social Science (“A”)	3 years	2 years	60 credits
English (“B”)	4 years	4 years	80 credits

Math ("C")	4 years	3 years; 4 recommended	80 credits
Science ("D")	3 years	2 years; 3 recommended	60 credits
Languages Other Than English ("E")*	2 years	2 years; 3 recommended	20 credits
Visual & Perf. Arts* ("F")	2 years	1 year	20 credits
College Prep Electives ("G")	1 year	1 year	Covered with exceeded requirements in A-F
Physical Education*	2 years	N/A	20 credits
Advisory	4 years	N/A	40 credits
PMC Hours (Community Service/Real-World Learning)	40 hours (10/year)	N/A	n/a

**Physical Education (PE), Visual & Perf. Arts (VAPA), and Languages Other Than English: A yearlong class of PE, VAPA, and Languages Other Than English at Ednovate are traditionally offered every other day for 5 credits per semester (10 credits total). Alternatively, the class may be offered everyday for two years' worth of credit, as is done at Legacy College Prep (10 credits per semester, 20 credits total). Note this is different from our core classes, in which a yearlong course meets everyday for 10 credits per semester (20 credits total).*

Credit Recovery

Students who earn a "D" or "F" in any class will be required to make up the credits during evening or summer credit recovery courses. Credit recovery may be offered on site or students may need to go elsewhere to complete credit recovery. Credit recovery and other intervention supports will be available to ensure that all students, including transfer students, have the opportunity to meet graduation and college entrance requirements. Legacy College Prep uses Edgenuity for credit recovery.

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements

Upon enrollment, counselors work with individual students to create a graduation plan to meet the requirements for graduation. This plan will be monitored and updated each semester. Advisors help to ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Minimum requirements for a diploma exceed with UC/CSU A-G requirements.

Ensuring Students Meet CDE's College/Career Indicator

Legacy College Prep will ensure all students meet the "Prepared" level on the CDE's new College/Career Indicator by achieving a High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)

- Passing score on one AP Exam **OR** on one IB Exam.⁴⁵

With graduation requirements that exceed UC A-G requirements, a rigorous, mastery-based program of instruction that will prepare students to excel on the CAASPP exams, and an array of AP course offerings, all of Legacy College Prep's students can and will meet this college/career readiness indicator criteria.

In the event a student fails to meet requirements for promotion or graduation, they will be expected to complete requirements over the summer; if this does not result in successfully meeting expected requirements, the Principal will determine on a case-by-case basis whether a student should be retained. Students who are not promoted will be required to repeat the classes in which they did not receive a passing grade and will move forward to the next level for classes in which they did receive a passing grade.

Western Association Of Schools And Colleges (WASC) Accreditation

Legacy College Prep has received its WASC Accreditation. The current approved term expires June 30, 2022. The WASC Self Study visit will take place Spring of 2021 to ensure continued accreditation.

Informing Parents, Including Parents with Limited English, About Course Transferability and College Entrance Requirements

All A-G courses are transferable to other public schools, and meet the rigorous requirements for admission to the UC/CSU system. Parents are notified (in English and Spanish) about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Parent Handbook and through meetings with their student's Advisor during the first two weeks after enrollment and subsequent meetings to review A-G and course credit progress each semester; the Handbook and these meetings are translated for parents who do not speak English. Every exiting student receives a transcript to provide him/her with an official record of courses completed and credits earned.

ACADEMIC CALENDAR AND SCHEDULES

Legacy College Prep shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of Charter School days required by Cal. Admin. Code, tit. 5, § 11960. For each fiscal year, Legacy College Prep will offer, at a minimum, 175 days of instruction and 64,800 minutes of instruction for all students in grades 9-12. While in Distance Learning, we will ensure a minimum of 240 instructional minutes through a combination of synchronous and asynchronous instruction, in accordance with Senate Bill 98.

The Charter School will use a quarterly calendar with 8-10 weeks of instruction followed by 2- or 3-week breaks for students at the end of each quarter, with teachers working one week of this break to collaborate, engage in professional development, and reflect on data. Research has shown that for students who have traditionally been underserved, more frequent breaks provide an opportunity for remediation and tutoring (Ballinger, 1995), as well as a time for staff members to rest, reflect on the previous quarter, and plan for the upcoming quarter. The school's current academic calendar can be found below. This is reflective of a standard calendar for Legacy College Prep.

⁴⁵ CollegeBoard. AP Students. Retrieved from <https://apstudent.collegeboard.org/home>.



COMBINED 2020-2021

Academic Year Calendar

July 20						
Su	M	Tu	W	Th	F	Sa
			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	

August 20						
Su	M	Tu	W	Th	F	Sa
						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					

September 20						
Su	M	Tu	W	Th	F	Sa
		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			

October 20						
Su	M	Tu	W	Th	F	Sa
				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

November 20						
Su	M	Tu	W	Th	F	Sa
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					

December 20						
Su	M	Tu	W	Th	F	Sa
		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		

January 21						
Su	M	Tu	W	Th	F	Sa
					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						

February 21						
Su	M	Tu	W	Th	F	Sa
	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						

March 21						
Su	M	Tu	W	Th	F	Sa
	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			

April 21						
Su	M	Tu	W	Th	F	Sa
				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	

May 21						
Su	M	Tu	W	Th	F	Sa
						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					

June 21						
Su	M	Tu	W	Th	F	Sa
		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	30					

Notes

Holiday
Staff Professional Development (No School)
Network Staff Professional Development Day (No School)
New Staff Professional Development Day (No School)
Report Card Pick Up (Parent Conference Day, No School)
Minimum Day (1:30pm dismissal) Staff PD 2:00-4:00
Mandatory Instructional Days
Pre/Post-ACT or Interim Assessment Day (minimum day)
ACT (minimum day)
ACT (minimum day)- no school for 9th, 10th & 12th grade
Non-Instructional Days M-F (school closed)
Ednovate Closed

Sample Bell Schedules

Legacy College Prep utilizes a schedule with 60-minute periods. Students attend five core subject courses each day as well as an elective such as physical education or music. Also built into the schedule are two Advisory periods. Morning Advisory is a brief check-in that includes attendance, announcements, and uniform checks. Afternoon Advisory is longer and includes study hall and one-on-one counseling with individual students to ensure they are on track for promotion to the next grade level. Certain courses may alternate on students' schedules, and in those cases, students would have them either on "A" days or "B" days (such as Physical Education on "A" days and on "B" days)

9th Grade			10th Grade		
Monday-Thursday		Minutes	Monday-Thursday		Minutes
AMA	8:00-8:05am	5	AMA	8:00-8:05am	5
Period 1	8:10-9:10	60	Period 1	8:10-9:10	60
Period 2	9:15-10:15	60	Period 2	9:15-10:15	60
Period 3 CR	10:20-11:20	60	Period 3	10:20-11:20	60
Period 4A	11:25-12:25	60	Period 4A CR	11:25-12:25	60
Lunch	12:25-12:55	30	Lunch	12:25-12:55	30
Period 5	1:00-2:00	60	Period 5	1:00 - 2:00	60
Period 6	2:05-3:05	60	Period 6	2:05-3:05	60
PMA	3:10-3:30	20	PMA	3:10-3:30	20
9th Grade			10th Grade		
Friday		Minutes	Friday		Minutes
AMA	8:00-8:05	5	AMA	8:00-8:05	5
Period 1	8:10-8:55	45	Period 1	8:10-8:55	45

Period 2	9-9:45	45		Period 2	9-9:45	45
Period 3/4	9:50-10:35	45		Period 3/4	9:50-10:35	45
Period 5	10:40-11:25	45		Period 5	10:40-11:25	45
Period 6	11:30-12:15	45		Period 6	11:30-12:15	45
Lunch	12:15-12:35	20		PMA	12:20-12:40	20
PMA	12:40-1:00	20		Lunch	12:40-1:00	20

11th Grade			12th Grade		
Monday-Thursday		Minutes	Monday-Thursday		Minutes
AMA	8:00-8:05am	5	AMA	8:00-8:05am	5
Period 1	8:10-9:10	60	Period 1	8:10-9:10	60
Period 2	9:15-10:15	60	Period 2	9:15-10:15	60
Period 3	10:20-11:20	60	Period 3	10:20-11:20	60
Lunch	11:20-11:50	30	Lunch	11:20-11:50	30
Period 4B	11:55-12:55	60	Period 4B	11:55-12:55	60
Period 5	1:00-2:00	60	Period 5	1:00-2:00	60
Period 6	2:05-3:05	60	Period 6	2:05-3:05	60
PMA	3:10-3:30	20	PMA	3:10-3:30	20
11th Grade			12th Grade		

Friday		Minutes	Friday		Minutes
AMA	8:00-8:05	5	AMA	8:00-8:05	5
Period 1	8:10-8:55	45	Period 1	8:10-8:55	45
Period 2	9-9:45	45	Period 2	9-9:45	45
Period 3	9:50-10:35	45	Period 3	9:50-10:35	45
Period 4	10:40-11:25	45	Period 4	10:40-11:25	45
Period 5	11:30-12:15	45	Period 5	11:30-12:15	45
Lunch	12:15-12:35	20	PMA	12:20-12:40	20
PMA	12:40-1:00	20	Lunch	12:40-1:00	20

PROFESSIONAL DEVELOPMENT

Teacher Recruitment & Selection

Legacy College Prep recognizes that high student achievement depends on having excellent instructors in every classroom. Highly qualified, credentialed teachers will teach all core, college-preparatory academic courses.

As identifying top talent is critical for the school's success, Legacy College Prep uses multiple strategies to attract and retain highly qualified teachers. Legacy College Prep advertises positions on Ednovate's website, www.ednovate.org, as well as a variety of online job boards and education publications. Legacy College Prep also works with teacher preparation programs, such as USC, UCLA, Teacher for America, and LMU to identify strong instructors.

Legacy College Prep uses a hiring process that reveals the alignment of candidates' educational philosophy and skills with Legacy College Prep's instructional approach. Ednovate's network staff support teacher hiring at each school site. An online application screening will be the first step to ensure that candidates meet basic qualifications and to reveal the candidate's alignment with Legacy College Prep's mission and vision. Ideal candidates will have a track record of success in previous positions, a history of their own academic success, and a strong belief that all students can achieve at the highest levels. Candidates participate in multiple interviews and, as feasible, demonstrate teaching skill through a demo lesson or video lesson. Administrators, teachers, parents, and students may participate in the hiring process; the Principal is ultimately responsible for hiring teachers and staff members.

It is a goal of Legacy College Prep to foster a positive work environment for teachers that will allow excellent teachers to stay in the classroom year after year. The Charter School attracts and retains high-performing teachers by offering a competitive compensation package and by creating an attractive and highly innovative work environment. At Legacy College Prep, teachers are given the opportunity to innovate in their classrooms as the Charter School develops and refines its blended technology model year after year. With a 1:1 student to computer ratio and ample technology provided to staff, teachers are able to leverage technology to make their career more sustainable. Legacy College Prep's unique

advisory program will also appeal to teachers who thrive on forming close, supportive relationships with students and problem solving to help each student succeed.

In addition to having excellent instructors in every classroom, Legacy College Prep is also committed to hiring talented administrators and classified staff. Positions will be advertised similarly to teaching positions, and qualified applicants will go through a rigorous selection process including application screen, phone interview, and in-person interview(s) to identify candidates who are the most qualified for each position.

Professional Development

Legacy College Prep's calendar and budget reflect the high priority placed on teacher professional development to support quality program implementation and ongoing improvement of instruction, with 23 full days devoted to professional development and collaborative planning time, in addition to two hours weekly on Early Release days. Legacy College Prep's instructional model involves sophisticated, innovative educational practices such as blended learning and personalization, detailed above, that take time to develop fully.

Every summer, teaching staff return to work in the middle of July for several weeks of intensive teambuilding and professional development. A sample of summer PD and planning time includes the following:

Module 1: The CCRS Standards

- Do Now: Why College?
- Standards & Interim Assessments
- The Student Experience
- Deconstructing the Standards (CCSS and CCRS)
- Unpacking your Base Curriculum
- Instructional Huddle: The CCRSs

Module 2: Building your Modules

- Do Now: That one time in high school...
- Exploring Modules
- Google Classroom Overview
- Internalization and Planning
- Project-Based Learning and Performance Tasks
- Teacher Growth Guide
- Instructional Huddle: Building Modules
- Teamwork Role Plays

Module 3: The Student Handbook

- Intro to the Student Handbook
- Caring & Accountable Culture
- Culture Role Plays
- Classroom Management Plan
- Instructional Huddle: Caring and Accounting

Module 4: Advisory

- Purpose, Best Practices, Week 1

Module 5: A day in the Life

- Tech Tools (Hapara, Illuminate, Deans List, Reportal, curriculum supports)
- Ednovate Teaching Model
- Assessment Tools, Data Analysis and Differentiating Instruction
- Mastery-Based Grading
- Culture Role Plays

- Why are We Here
- School Vision + Community
- Strategic Plan + Snapshot
- Team Time: Grade Level Goals & Vision

Operations Part I

- Facilities
- Communication and Financial Procedures
- Ordering, R+R
- Tech Log-Ins
- Course Planning Time
- Loving Our Kids

Operations Part II

- Health & Safety Policies and Procedures
- Emergency Procedures
- Student Meds
- Social Work Overview
- Course Planning Time (1:1s)
- Professional Norms + Culture Snapshot

Intro to SpEd

- SpEd Overview and supports
- Mandated Reporter
- SPED Snapshots Deep Drive in Grade Levels
- Meeting the needs of English learners and EL strategies
- Gradebooks Office Hours Set Up
- Module Review Consultancies

Strong Start

- Teacher Evaluation Rubric
- Coaching Cycle & Feedback
- Syllabi norms
- Grade level norms
- Classroom Set-Up & Planning Time

Ongoing Professional Development for Teachers

The Professional Development schedule is guided by the Principal's vision that is also aligned with Ednovate's mission. Professional Development begins with a strategic focus on building a functional team by using research-based practices for building effective team. Teambuilding is followed by Professional Development for all teachers that is essential for supporting rigorous and well-designed instructional delivery. Each day is designed to include planning time for teachers to develop lessons with their grade level teams and to participate in meaningful data driven conversations in order to develop benchmark goals that drive instructional practices.

Throughout the school year, our calendar includes an additional 13 pupil-free days for PD and collaborative planning time, including data analysis; students also will be dismissed at 1:00pm on Fridays to allow for ongoing staff professional development. Topics for these sessions vary depending on the needs of the teachers and are always grounded in data, whether it is academic, discipline, attendance, or other data. Likely PD topics include:

- Making Grade-Level Texts Accessible to All with Text-Dependent Questioning
- Helping All Readers Make Meaning from Challenging Texts
- Supporting Struggling Mathematicians
- Close Reading Bursts

- Purposeful Monitoring
- Questioning for Greater Rigor
- Everybody Writes
- Strategies for Integrated and Designated English Language Development In the secondary classroom
- Reading and Writing Across Content Areas
- Positive Framing: Correcting Positively and Inspiring Excellence
- Using Daily Assessments to Distinguish “I Taught It” from “They Learned It”
- Error Analysis: Studying Wrong Answers to Improve Learning
- Fostering a Culture of Listening During Discussion
- Art of the Sentence
- Show Call
- Maximizing Road Miles with Shared Reading
- Responding to data with Affirmative Checking

There is also time allotted for grade level teams and/or department teams to meet to share best practices, tackle challenges together, and analyze data across the grade level or department.

In addition to Friday afternoons, the academic calendar includes pupil-free days between each quarter to allow for longer, more in-depth professional development for teachers and staff.

Professional Development activities are led by administrators, grade level chairs, veteran teachers and/or outside consultants.

Individual teacher performance support begins with regular informal classroom visits by the Principal, Assistant Principal, instructional coach or other administrators and include bi-annual formal observations with follow-up meetings and evaluations that provide opportunities for staff to reflect critically on their own practice. Teachers also observe each other, collaborating both at grade level and across grade levels. Cross grade level curriculum development helps build continuity of academic content, school wide behavioral standards, academic vocabulary and performance expectations. Teachers share lesson plans, instructional materials, booklists, Internet resources, and behavior charts for individual reinforcement of positive behavior goals.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

Legacy College Prep has an English Learner Advisory Committee (ELAC) comprised of parents of EL students, which is required for schools with enrollment of more than 21 EL students. The ELAC is responsible for advising the Principal and staff on programs and services for English Learners, including but not limited to: LCAP goals, priorities in the Single Plan for Student Achievement (“SPSA”), schoolwide needs assessment, and more.

As detailed below, designated ELD instruction occurs during flexible scheduling block as well as daily integrated ELD instruction across all content areas for all ELs. ELD instruction is delivered by teachers, and is supported by web-based programs dependent on need. Curriculum resources are selected that align with best practices in English Learner instruction in acquiring foundational reading, academic language, and conversation skills in order to be successful in school. This includes targeted instruction for Emerging, Expanding, and Bridging EL students, adaptive learning to target support for foundational skills, and structured opportunities to practice and apply academic language. The selected curricula include assessments that will provide teachers with real-time student performance data to pinpoint a student’s exact skill gaps to strengthen interventions.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting with caring teachers and focused, personalized attention.

Legacy College Prep teachers, staff and Charter School leaders will communicate to parents in their home language as needed—but will use English instruction for the content areas in the classroom.

- *Identification of English Learners*

Legacy College Prep's EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports (including both integrated ELD throughout core subject learning as well as designated ELD during specific time periods in the bell schedule) in order to achieve grade-level CCSS mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the Charter School. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English Learner by a California Public Charter School or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the Charter School year or within two (2) weeks after the date of the student's first enrollment at Legacy College Prep.

The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities are permitted to take the ELPAC test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students are monitored in conjunction with the four new Performance Level Descriptors (PLDs) approved by the State Board of Education:⁴⁶

This document provides the general performance level descriptors (general PLDs) for the English Language Proficiency Assessments for California. These general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12](#) (PDF).

Following the field tests for the initial assessment (IA) and summative assessment (SA), the specific performance level threshold score recommendations will be submitted to the State Board of Education (SBE) for approval pursuant to California Education Code Section 60810(2) after the IA and SA standard settings. These general PLDs are structured so that for the summative assessment, a recommendation to consider an English learner for reclassification would be based on the threshold between level 3 and level 4. For the IA, a student whose IA results fall at or above the threshold between level 3 and level 4 would be considered Initial Fluent English Proficient (IFEP). These recommendations for IFEP and reclassification will be reconsidered by the SBE upon adoption of the specific threshold scores. For level definitions, see the table below.⁴⁷

Level	Description
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⁴⁶ Previously, under the CELDT test, there were five proficiency levels. A chart located on the CDE website provides a helpful comparison of the old CELDT test standards compared to the new ELPAC: <http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp>.

⁴⁷ CDE ELPAC: <<http://www.cde.ca.gov/ta/tg/ep/elpacqpld.asp>>

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

Parents are notified of their rights and their child’s ELPAC scores each year and will be encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

- *Educational Program for English Language Acquisition*

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction with a teacher in small groups during Flexible scheduling blocks. During designated ELD, they complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English proficiency, using Kate Kinsela’s ELA 3D and/or Rosetta Stone curriculum, as well as receiving direct instruction with the teacher.

As students engage in online adaptive learning with linguistic scaffolds through these curricular resources, teachers are provided point-of-use instructional supports to facilitate targeted instruction for each student based on their individual needs. The curriculum simultaneously develops academic vocabulary, ensuring EL students do not miss out on essential grade-level, standards-aligned instruction while increasing their literacy and language skills. Teachers use modeling, graphic organizers and visuals to support students’ recognition of essential information in all academic subjects. Teachers keep the stages of language acquisition in mind as they plan instruction and differentiate within the classroom to meet the needs of each student as they work towards the next level of proficiency. Through 1:1 coaching, weekly grade level data analysis, Achieve 3000 and/or SRI Lexile testing, and network wide reporting on quarterly benchmark data (including subgroup data), instructors at Legacy College Prep will monitor ELs’ progress toward English proficiency. On a daily and weekly basis, teachers examine subgroup data to adjust instruction and use Lexile data to differentiate readings, provide scaffolds, and to inform small group instruction. In addition, EL students receive Designated English Language Development for a target of 80 minutes a week.

All Legacy College Prep teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by Legacy College Prep will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. Legacy College Prep’s philosophy of personalizing instruction for all

students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students⁴⁸:

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

- I. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":
 - **Anticipatory Guide:** Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.
 - **Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

- II. **Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":
 - **Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:
 - Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied
 - Flowcharts – Students sequence important events in the content studied. Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.
 - **Reciprocal Teaching** - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two

⁴⁸ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

- **Picture This** – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.
- **Reading Guide** Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what are discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

- **Roam the Room** - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.
- **Quotes** – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

- *How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC*

Legacy College Prep bases its English Learner support program on the 2012 California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, was replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which is aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, Legacy College Prep teachers provide integrated ELD instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD Coordinator partners with the classroom teachers to include ELD goals on students’ learning plans, including specific goals to meet during dedicated ELD instruction.

If students are not making sufficient academic progress as indicated through ELPAC data, we are committed to modifying our EL program as needed.

Legacy College Prep ensures that teachers are qualified and supported to meet the needs of ELs. We hire teachers that have English Learner authorization and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to annual professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students’ needs.

Parents are notified regarding their child’s English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

- *Services and Supports For English Learners, Including Instructional Strategies And Intervention*

Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction.

English Learners receive ELA and ELD standards-aligned instruction, which are personalized to each student. To personalize and differentiate instruction, teachers are trained to develop myriad techniques. Legacy College Prep provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development will focus on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers will further ensure student access to academic content. Further strategies to support English Learners include small group instruction, scaffolded teaching, differentiated content, reteaching and spiral teaching. flexible scheduling blocks are also utilized to support English Learners. Additionally, office hours are available for students to receive more support.

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

The Principal at Legacy College Prep is responsible for ensuring the quality and success of all instructional programs and will report to the Board on progress towards academic goals, including serving EL students. The Principal conducts regular classroom observations and provides feedback and coaching. In addition, the Principal works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis will be followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. We leverage multiple systems and structures for analyzing student progress to inform instructional action plans. Annually, instructors are provided with an EL dashboard that houses language status and ELPAC scores and are notified immediately of updated (i.e. transfer students, initial testing). On a weekly basis, instructors complete data dives utilizing our network wide Reportal tool that summarizes mastery data (passing all classes) and ACT data which is viewable by subgroup. Additionally, instructors reflect at a standards based level weekly in their gradebook by subgroup, guided by instructional coaching and mastery reflection protocols. Additionally, quarterly analysis occurs at a network wide and campus wide level by subgroup for every annual college readiness indicator that we support for college readiness. This includes mastery by standard, summative assessment results, critical thinking projects, and more. Instructors complete a quarterly action plan in response to this data.

- *Process and Specific Criteria for Reclassification*

The ongoing formative and summative data analysis described above creates consistent progress monitoring and response to student learning in alignment to reclassification criteria. Additionally, teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

The following assessments are examples of additional evidence:

- Formative ELD assessments
- End-of-unit assessments
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities

It is the responsibility of the Principal, collaborating with the ELD Coordinator/Assistant Principal to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator maintains ELD portfolios, monitors classroom instruction, updates ELD levels in the Legacy College Prep Student Information System (Illuminate, transitioning to PowerSchool in the 2021-2022 school year), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student reclassification criteria will meet the criteria of CA Education Code § 313(f) and will include:

Measure	Performance Expectation
ELPAC	<ul style="list-style-type: none"> Overall proficiency level of 4 (Well Developed) on the ELPAC, with subscores of 3 (moderately developed) or higher
Teacher Evaluation	<ul style="list-style-type: none"> Demonstrated mastery of grade level content with a C- or better in English 9, 10, 11, 12
ACT Readiness Benchmarks	<ul style="list-style-type: none"> An ACT score of 14 on the ACT Reading or English test or an average score of 44% on normed ACT College Readiness Interim Assessments CAASPP ELA score of “Met” or “Exceeded” standards (11th grade only)
Parent Opinion and Consultation	<ul style="list-style-type: none"> Parent approval

Students scoring an overall of a 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered for reclassification despite an overall score of Level 3 or Level 4.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals and the team will also consult with the parent for their input; if a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student Meets or Exceeds standards on the ELA test, he/she will be officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic year. A student will continue to be monitored by the reclassification team for two years after official reclassification.

- *Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students*

Reclassified students are monitored for a period of four years by our ELD Coordinator, both to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. Monitoring of reclassified students’ academic progress includes review of ACT benchmark data, CAASPP scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. Students scoring at the lowest levels of the ELPAC are provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to

have full access to the range of educational opportunities that Legacy College Prep provides for all students.

Students are monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). As detailed above, the four PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each proficiency level. These descriptors will guide Legacy College Prep teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas.

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). Legacy College Prep sets a reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

- *Process for monitoring progress and supports for Long Term English Learners (LTELs) and Students At-Risk of Becoming LTELs*

Under California law, Long Term English Learners (LTELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts (or presumably equivalents under the new CAASPP testing) and are failing to progress on the state's English language proficiency exam (AB 2193, Lara). When LTELs enroll at Legacy College Prep, or students are classified as LTELs after enrolling at Legacy College Prep, the ELD Coordinator and classroom teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Legacy College Prep will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Students Achieving Above Grade Level

At Legacy College Prep, instructors and administrators regularly analyze data from formative assessments as well as in-class coursework and quizzes to monitor students' progress toward academic goals. Students may be identified as achieving above grade level in a given area as a result of any of the assessments described in Element 3, grades, or teacher observation.

Given the rigorous nature of the academic program at Legacy College Prep and the personalized, self-paced learning that takes place in all classrooms, all students are challenged to reach their intellectual potential through the regular instructional program. Differentiation will be an inherent part of the academic program, and students who have been identified as gifted (i.e., at a previous school) or who are achieving at high levels will receive differentiated, personalized instruction at their level. Legacy College Prep therefore does not offer a formal separate Gifted and Talented Program. Students who are achieving above grade level are challenged to reach their potential in the following ways:

- Access to a rigorous, high quality, college preparatory curriculum
- Online, self-paced coursework that allows them to advance through material as quickly as they are able to, creating the opportunity for them to access higher-level content
- Project-based learning
- Honors and AP classes
- Extracurricular activities that allow them to explore new hobbies and interests and develop their leadership skills

Legacy College Prep parents are informed about their students' progress in multiple ways. All parents receive progress reports every two weeks with their students' grades and progress toward scorecard

goals. Parents also have access to the student information system Illuminate's 24/7 Parent Portal (to be replaced by PowerSchool's in the 2021-2022 school year) to access grades, attendance, and assessment data. On a quarterly basis, parents are asked to come in for 1:1 conferences with the student's advisor at Report Card Pick Up, and those conversations will also be grounded in data.

Students Achieving Below Grade Level

At Legacy College Prep, instructors and administrators regularly analyze data from formative assessments as well as in-class coursework and quizzes to monitor students' progress toward academic goals. Students may be identified as needing additional support in a given area as a result of quarterly interim assessments, ongoing review on curricular assessments (e.g., online data), unit tests, performance tasks, grades, or teacher observation.

Legacy College Prep ensures that academically low achieving students succeed by offering differentiated instruction, through responsive problem solving as issues occur, and by continuously monitoring student progress and intervening as needed. Small group instruction will allow for extra teacher-led instruction, reteaching and spiral teaching. The MTSS program provides tiered interventions and support to students in need, as detailed above. Students recommended for MTSS will have individual interventions implemented for 6-8 weeks with monitoring and data collection to determine effectiveness. Flexible scheduling blocks allows for all students to receive additional support in an area of need or support advanced students with more rigorous opportunities. Students also have access to online resources that will help to supplement classroom instruction. Additionally, office hours are available to all students to request additional support.

Socioeconomically Disadvantaged/Low Income Students

Legacy College Prep expects that the majority students will continue to qualify as socio-economically disadvantaged (identified via Free- and Reduced-Price Lunch forms), which means that they are more likely to be exposed to a range of risk factors associated with low academic achievement. To ensure that all students graduate from Legacy College Prep prepared for success in college and in life, the Charter School's mission, vision, and instructional program are designed to provide and ensure equal access for all students, particularly those students who are considered socioeconomically disadvantaged.

Legacy College Prep supports students to meet high academic and social expectations by committing a variety of resources to make it possible for every student to meet their full academic and social potential. The Charter School's leadership is committed to working diligently to place a full range of social services within reach of families who need them. To that end, the Charter School provides counseling services to students who need them. When applicable, the Charter School may refer families to outside counseling services as well. Over time, as other needs are identified, Legacy College Prep will bring in community support services for families or refer families out to them as needed.

The Charter School utilizes a variety of instructional approaches that research and other high-performing public schools have shown support socio-economically disadvantaged students' learning, such as the following:

- More time to increase the number of optimal learning moments per day and throughout the school year, including an extended school day and summer school for students who need it
- College-going culture
- Technology
- Higher order questioning
- Immediate feedback
- Journals to engage students in reflection about their learning
- Pre-teaching of information
- Explicit disclosure of what the lesson is about
- Explicit instruction of the growth mindset
- Maintaining high expectations
- Multiple ways to learn

- Tutoring and homework support
- Field trips and college visits
- Inclusion of parents
- Building meaningful student-student and student-adult relationships

Legacy College Prep also supports socioeconomically disadvantaged students by creating a safe, supportive school culture. Legacy College Prep's emphasis on a warm and strict school culture, close relationships and school norms will achieve an environment in which people treat each other well and make the Legacy College Prep an emotionally restorative environment. In hiring, Legacy College Prep seeks candidates who demonstrate a genuine passion for working with high school students, yet who also have the management skills to minimize challenging, distracting behavior that can distract from other students' focus and feelings of security.

Students With Disabilities

General Assurances:

- Legacy College Prep recognizes its responsibility to enroll and support students with disabilities
- Legacy College Prep pledges to work in cooperation with its SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs
- Legacy College Prep will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Legacy College Prep will comply with AB 602, authorizer guidelines, and all California laws pertaining to students receiving special education services.

SELPA Membership

Legacy College Prep operates as an LEA for special education. The school is a member of a SELPA.

Services

To the maximum extent appropriate, Legacy College Prep students with disabilities are fully included in the instructional and educational programs with children who are not disabled. Each student may require a different combination of services and settings, and when appropriate, a student's curriculum can be modified. The goal is to build programs around a student's needs. The Least Restrictive Environment continuum at LCP includes:

- *Inclusion:* The provision of special education^[SEP] support within the general education^[SEP] classroom for students with disabilities who are included and^[SEP] educated in the general education^[SEP] classroom most or all of the school day. Students are provided with the supplements and supports necessary to be successful in the general education classroom, such as accommodations to coursework, support from a one-on-one aide, and assistive technology.
- *Designated Instructional Services (DIS) pull out:* The provision of itinerant support^[SEP] services outside of the general^[SEP] education classroom.
- *Special Education pullout (RSP):* The provision of special education services connected to content curriculum, outside of the general education classroom for short periods of time.
- *Non-Public Placement:* The placement of a student in a non-public school if an IEP team has determined that no placement is available at the school that meets the student's unique needs.

Instructional planning for special education students mirror the instructional planning for all students. The learning environment at LCP emphasizes personalized learning and meeting the needs of each

individual learner, an academic model that is highly conducive for students with special needs. Accommodations and modifications are implemented to support special education students' access to and mastery of the curriculum.

Legacy College Prep reviews IEPs annually to meet all requirements of the IEP in accordance with IDEA regulations.

Search and Serve

Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and evaluate children, aged birth to 21, with disabilities who are in need of Early Childhood Intervention (ECI) Programs (Part C) or Special Education and Related Services (Part B). California law also states that all children with disabilities must be identified, located, and assessed. No assessment or evaluation is used for admission purposes.

LCP, through its due diligence, makes every effort to locate and identify students with disabilities who are in need of special education and related services. This is achieved through:

- ***Marketing and Recruiting Materials:*** LCP marketing and recruiting materials will include a statement that all students are welcome regardless of academic ability or special needs status.
- ***Enrollment Forms:*** The LCP Enrollment Form includes a section that explicitly asks if the student is or has ever been eligible for special education services and, if eligible, requests that a copy of the current IEP be provided to the school.
- ***Enrollment Procedures:*** As part of the enrollment process, parents/guardians are asked to provide transcripts and cumulative record information.
- ***Cumulative Records Request:*** Once students have enrolled at LCP, a cumulative records request will be made to their previous school. This request includes a specific request for any documentation related to special education eligibility (e.g. IEP, Assessment Plan) and/or Section 504.
- ***Maintaining Appropriate Publications and Forms:*** The school ensures that appropriate publications and forms, including Parent Support Information, are available in the main office and/or distributed to families as required. Parents will be informed that special education and related services are provided at no cost to them.
- ***Response to Intervention Process:*** As described above, the school utilizes a Response to Intervention process to identify students who are struggling academically and provide increasing levels of support. If students are not making expected progress through the RTI process, they may be referred for an assessment to determine whether they require an IEP.
- ***Assessment Process:*** Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request, in writing, for a special education assessment. Once a written request for a special education assessment has been received, the administrator/ designee has 15 days to develop and provide the parents with a special education assessment plan.
- ***Staff Awareness of Special Education Procedures:*** Staff members are trained on Special Education procedures at the school site, including the referral process, at least once per year during summer professional development.

Referral for Assessment

Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request, in writing, for a special education assessment. Once a written request for a special education assessment has been received, the administrator/designee has 15 days to develop and provide the parents with a special education assessment plan. Before a student can be assessed for eligibility for special education or reassessed while receiving special education and related services, an assessment plan must be developed and provided to the parents for their approval. At LCP, the special education teacher will be responsible for developing the plan.

The administrator/designee may discuss with the requestor, in accordance with the intervention process outlined in the previous section, accommodations or modifications that can be made in the general education program to assist the student's progress in the general education curriculum. A meeting of the Student Support and Progress Team, involving the requestor, can be utilized to design the accommodations or modifications. The requestor may agree to postpone their request for a special education assessment until the accommodations or modifications have been implemented and the results evaluated.

Assessment

The Special Education teacher will be the IEP case manager, responsible for developing the assessment plan, assigning assessors to provide the assessments once the plan is approved by the parent and monitoring that it is completed on time. The administrator/designee is responsible for ensuring that all assessments are conducted, reports completed, and an IEP meeting is held within the 60-day timeline. The administrator/designee is responsible for ensuring compliance with statutory procedures and timelines and for ensuring that assessments are conducted by appropriately credentialed school psychologists or other specialists. The school will contract with agencies such as CrossCountry Education when necessary, to ensure the appropriate personnel to complete a comprehensive psycho-educational evaluation if LCP staff is not able to conduct it internally.

If the assessment is an initial special education assessment, it should be directed to the following purposes:

- To provide the IEP team with the information it will need to determine whether the child has a disability and requires special education and related services
- To provide the IEP team with information regarding the child's present levels of educational performance
- To provide the IEP team with information that will inform its decisions regarding the instructional and other needs of the child and the accommodations, modifications, and services that may be required

Assessment tools and strategies are selected to provide information on the student's specific areas of educational need. Assessments may only be conducted by qualified professionals as specified in the instructions provided by the producers of the assessment. Assessments must be conducted in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally unless the assessment plan indicates why it is not feasible to provide or administer. If the assessor cannot communicate in the student's primary language or mode of communication an interpreter may be used. The assessment will ensure that all areas of suspected disability are addressed. A student cannot be determined to be a student with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction, lack of instruction in math, limited English proficiency, social maladjustment, temporary physical disability, or environmental, cultural, or economic factors.

Development and Implementation of the IEP

The Individualized Education Program (IEP) is a written document that is the charter school's offer of a free appropriate public education (FAPE). IEPs that meet legal requirements and address student needs are the cornerstone of an effective special education program. The IEP is developed and agreed to by a team, at a meeting, documenting:

- Eligibility for special education and related services
- Present levels of educational performance and educational needs, including assessment results
- Goals and objectives
- Additional supports and services
- Placement
- Appropriate accommodations and/modifications
- Progress and achievement reporting

The Special Education teacher will be responsible for ensuring attendance and participation of all required IEP team members in the IEP process. They will comply with required notification timelines but will also strive to provide parents and outside providers with as much notice as possible to ensure their attendance. The Special Education teacher will make multiple attempts to communicate with families when needed and will maintain a log of parent communication.

The following persons are required at an IEP meeting:

- One or both parents of the student.
 - **Note:** If the parent chooses not to attend, or after three invitations to the meeting with no response, the IEP meeting can be held without the parent's attendance.
- An administrator or administrative designee. The administrator/administrative designee must:
 - Be qualified to provide or supervise the provision of Special Education.
 - Be knowledgeable about the general curriculum and linguistically appropriate goals, objectives and programs.
 - Be knowledgeable about the availability of the resources within Ednovate, including program options available to address the needs of the student.
 - Have the authority to commit Ednovate resources and be able to ensure (by such means as administratively directing, coordinating, monitoring, reporting on, etc.) that the delivery of services that are described in the student's IEP will actually be provided.
- At least one Special Education teacher or Special Education provider of the student.
 - **Note:** If the only Special Education service the student is or may be receiving is language and speech related services, the speech-language pathologist may be the Special Education provider.
 - **Note:** At an initial IEP meeting, the Special Education teacher should be the Special Education teacher who may be serving the student or a Special Education teacher with the appropriate qualifications.
- At least one general education teacher of the student, if the student is or may be participating in general education.
- A person knowledgeable about the assessment procedures used to assess the student, familiar with the results of the assessment and qualified to interpret the instructional implications of the results. This may be one of the teachers listed above. Psychologists and related services providers participating in IEP meetings may not serve as administrative designee or act as chair of the IEP meeting.
- Any service providers (including but not limited to Counselor, School Psychologist, Physical Therapist, Occupational Therapist, Speech and Language Therapist, etc.) that work with the student

When appropriate, the following persons must also attend the IEP meeting:

- The student.
 - **Note:** The student must be invited if a transition plan is being developed or reviewed at an IEP meeting. If the student is not going to attend the IEP meeting, document the reason on page 1 of the ITP. If the student is a minor, it is up to the parent to decide if the student will attend the meeting.
- At the discretion of the parent and/or Ednovate, other individuals who have knowledge or special expertise concerning the student, including related services personnel, as appropriate.
- For a student who is being considered for eligibility as a student with learning disabilities:

- One person qualified to conduct individual diagnostic examinations of students, such as a School Psychologist, Speech and Language Therapist, or Reading teacher.
- At least one person, other than the student's general education teacher, who observed the student's academic performance in the general classroom setting, for example a Special Education teacher, psychologist, administrator, or another general education teacher.
- When a transition plan is being developed for a student age 16, or younger at the discretion of the IEP team, representatives of the agencies, other than Ednovate, that are likely to provide or pay for the provision of transition services are to be invited.

For a student who is being considered for dual placement (placement in a nonpublic and public school):

- Representative(s) from the nonpublic school and the public school where the student will be dually enrolled, including general education teachers, special education teachers and administrators.
- A representative from the student's school of residence if the public school in which the student will be dually enrolled is not the school of residence.
- Representatives from County Mental Health or other agencies as appropriate. The IDEA and California law permit school districts to utilize state certified non-public schools and agency providers (NPS/NPA providers) to meet the requirements of federal and state special education laws in serving students with disabilities. IEP teams should be aware that NPS/NPA providers may attend IEP team meetings, and as collaborative participants in the IEP meetings, provide feedback on student progress and offer services recommendations in their area of service and expertise.
- Staff members that have responsibilities for behavior intervention, as appropriate.
- For a student who has been placed in a group home by a juvenile court, a representative of the group home must be invited.

It is expected that IEP team members will participate in the meeting to its completion and not attend to other duties during the meeting.

In order for a student to be eligible for Special Education the student must have an identified disability which impacts the child to such an extent that s/he cannot access the general education curriculum without the support and services of Special Education.

A student ceases to be eligible for special education if s/he can access the general education curriculum.

In determining eligibility, the IEP team should do the following:

1. Review formal assessment results, if a purpose of the IEP meeting is to determine initial or continuing eligibility or to consider terminating special education and related services. Individuals knowledgeable about the assessment findings and who can interpret their instructional implications should give oral reports summarizing the findings from the assessment reports. This information should be communicated in clear, concrete language with minimal use of professional jargon. Encourage team members to ask for clarification if they do not understand what is being presented.

2. Discuss the results from any independent educational evaluations conducted by qualified examiners. If the persons conducting the evaluations are present ask them to summarize their findings.

3. Determine whether the student has or continues to have one or more disabilities. When making this determination the IEP team should:

- Discuss characteristics of the student that support the identification of a disability.
- Answer the questions on the Specific Learning Disabilities Certification Form when determining whether a student has a learning disability or when re-evaluating a student with a learning disability and complete the form.
- Document the areas of disability that were discussed.
- Document the areas of disability considered by the IEP team for which the student did not meet eligibility requirements and the reasons why.
- Identify the disability or disabilities for which the student is found eligible.

4. Determine whether the student has a unique learning need that requires special education services. When making this determination the IEP team should:

- For an initial IEP develop and document a profile of the student's functioning, including present levels of educational performance, and the accommodations and modifications that have been tried with the student and their level of success.
- Discuss whether the student's disability has or continues to have an adverse effect on his/her educational performance.
- Determine whether the unique educational needs of the student are not primarily due to:
 - Environmental, cultural or economic factors.
 - Lack of instruction in math.
 - Lack of instruction in reading.
 - Limited English proficiency.
 - Social maladjustment.
 - Temporary physical disability.

If the IEP team determines that the student's unique educational needs are primarily due to one or more of the above factors, then the team must conclude that the student is not eligible for special education.

5. If it is determined that the student does not have a disability or no longer has a disability and thus is not eligible for special education, the IEP team may discuss other general education accommodations and modifications that might be beneficial.

6. If it is determined that the student has a disability, but does not require or no longer requires special education, the IEP team should discuss whether the student is eligible for a Section 504 Plan. If it is determined that the student may be eligible for a Section 504 Plan, refer the student for the 504 evaluation process.

7. Document the decisions made above in the IEP. If it was determined the student is not or is no longer eligible for special education, the IEP meeting can be adjourned. If the student is determined to be eligible, proceed with the meeting.

8. If the IEP meeting is the annual review prior to the three-year review, determine if the student will need a formal assessment for consideration at the next three-year review. If the team determines that the student is appropriately identified, is achieving IEP goals and objectives and functioning appropriately within the school setting, the team may determine that a formal assessment process to continue eligibility is unnecessary. If the team determines that the student's eligibility should be reexamined, and/or that the student is not achieving IEP goals and objectives or functioning appropriately in the school setting, the team should determine that a formal assessment is necessary and specify the specific areas of assessment that are needed. Document the decisions in the IEP.

The assessment will be conducted during the 60-day period prior to the next three-year review. An assessment plan will have to be developed, at that time, and parental consent obtained, before the assessment can be conducted.

The administrator/designee is responsible for ensuring that special education services to eligible students are implemented with fidelity and in accordance with the goals and objectives outlined in students' IEPs. The special education teacher and/or DIS provider is responsible for providing the instructional and support services outlined in students' IEPs and for providing support to general education teachers to implement the accommodations and modifications in the general education program.

The special education teacher and/or DIS provider are responsible for monitoring and documenting student progress towards meeting IEP goals and objectives. The special education teacher is also responsible for coordinating and convening the IEP, including notifications, coordinating assessors, and scheduling and facilitating the meeting. The administrator/designee is ultimately responsible for

overseeing the program, including all issues related to the development, implementation, and monitoring of IEPs.

IEP Review

The IEP team will formally review each student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Legacy College Prep will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Parents will be informed four times a year of the student's progress toward meeting annual goals and objectives throughout the school year in conjunction with the academic grading periods. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

LCP has two full time special education teachers and contracts with licensed service providers from agencies such as, Total Education Solutions and Cross Country Education, to provide additional services that in-house staff members are not able to provide, such as Speech and Language. The principal, or another administrator that s/he designates, will be responsible for overseeing special education and 504 plans. All teaching staff will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Reporting

Legacy College Prep, in collaboration with its service providers, collects and maintains the following information on students with disabilities as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from Legacy College Prep of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting is the responsibility of the administrator responsible for special education (or his/her designee). S/he ensures that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The administrator oversees access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at Legacy College Prep must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Legacy College Prep will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Dispute Resolution

If a parent/guardian disagrees with the IEP or raises concerns over what is appropriate for the student, LCP staff will clarify with the parent the areas of agreement and disagreement. Whenever possible, LCP staff will attempt to work out the disagreement within the IEP process. If it is believed that an agreement can be reached, the administrator or designee, and other parties as appropriate, will decide what steps will be taken to reach an agreement.

If a parent's concerns over what is appropriate for the student cannot be resolved through the IEP process, the parent/guardian will be informed of the various dispute resolution options available, including Informal Dispute Resolution ("IDR"), Mediation Only, and Due Process Proceedings. LCP, led by the administrator responsible for overseeing special education, will engage in Due Process Proceedings as needed per its SELPA MOU.

Due Process and Procedural Safeguards

Parents or guardians of students with IEPs at LCP must give written consent for the evaluation and placement of their child; will be included in the decision-making process when change in placement is under consideration; and will be invited, along with teachers, to all conferences and meetings to develop their child's IEP.

Legacy College Prep provides parents with all notices of procedural safeguards as well as with information regarding the procedure to initiate both formal and informal dispute resolutions.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, LCP will participate cooperatively to resolve the issues.

Complaint Procedures

Complaint procedures are provided annually to staff, students, parents/guardians, and school community groups through the Ednovate Student Handbook.

If a parent believes that LCP is not in compliance with State and Federal laws and regulations, such as failure to implement the IEP, adhere to timelines, or appropriate conduct of an IEP meeting, s/he may file a complaint with the Charter School, SELPA, or California Department of Education. LCP will attempt to resolve compliance complaints internally without involving the State; however, the parent/guardian/student has the right to file their complaint directly with the California Department of Education. The administrator responsible for overseeing special education will be responsible for handling state compliance complaints made against the school.

Special Education Strategies for Instruction and Services

Instructional planning for special education students mirrors the instructional planning for all students. The learning environment at LCP emphasizes personalized learning and meeting the needs of each individual learner. Accommodations and modifications will be implemented to support special education students' access to and mastery of the curriculum.

LCP provides every student a truly personalized education through the use of the following methods:

- ***Standards-Aligned Curriculum:*** LCP teachers develop their curriculum working backwards from grade level standards. Standards are formally assessed four times each year through quarterly interim assessments, so general education and special education teachers will plan accordingly to ensure student mastery of the appropriate standards each quarter.
- ***Blended Learning:*** Students have the opportunity to work at their own pace independently and to receive 1:1 and small group support when needed. They can work as quickly or as slowly as they need to as long as they meet daily objectives. Students who are able to move quickly through lessons can do so and then either move on to the next lesson or complete enrichment activities; students who work more slowly are able to get the support they need, reviewing content from earlier in the lesson. Teachers (both general education and special education) serve as facilitators and coaches, providing support to all students throughout the lesson or implementing interventions as needed.
- ***Robust Differentiation:*** LCP teachers know that a one-size-fits-all education is no longer enough to prepare students for the rigors of college. Lessons are differentiated to challenge students performing at all levels and to meet the needs of students who learn best in different modalities so all students can demonstrate mastery of the standards.
- ***Access to Real-Time Data:*** Given the nature of the school's self-paced learning facilitated by use of technology, teachers have access to a constant flow of real-time data to assess student progress in the moment and deliver the right interventions at the right time. With real-time analytics, teachers are able to take action immediately to provide students with personalized support, providing interventions such as one-on-one or small group instruction or scaffolded assignments.

In addition to the differentiation and data-driven intervention inherent in LCP's academic program for all students, students with disabilities receive the following types of support within the general education program:

- ***Accommodations:*** Changes in teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance.
- ***Modifications:*** Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, or environmental structuring that do substantially change the standards or level of expectation for student performance.

- **Specialized planning:** A process by which a general and special education teacher share planning, accommodations/modifications, and evaluation of instruction and behavioral support.
- **Specialized teaching:** A general and special education teacher share instruction, planning, behavioral support, and grading for all students.
- **DIS Support (integrated):** The provision of itinerant support services within the general education class (LAS, DHH, VI, etc.).
- **Inclusion:** The provision of special education support within the general education classroom for students with disabilities who are included and educated in the general education classroom most or all of the school day.

Support outside of the general education program will include:

- **DIS pull out:** The provision of itinerant support services outside of the general education classroom
- **Special Education pull out:** The provision of special education services connected to content curriculum, outside of the general education classroom for short periods of time
- **Resource Center:** The provision of special education services through the use of the resource center - a location where specialized and targeted services are provided for specific students.

Professional Development Plan that Supports Students with Special Needs

In order to ensure that all students achieve ambitious academic outcomes, including students with special needs, weekly staff professional development is grounded in data that shows students' progress. Special education teachers serve on departments teams and meet weekly/bi-weekly to analyze data and plan interventions for individual students, creating a culture of collaboration in meeting the needs of students. Additionally, the school staff completes a quarterly data deep dive in all key academic and non-academic areas.

All staff members are trained on Special Education procedures at the school site, including the referral process, at least once per year during summer professional development.

Section 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a Federal civil rights statute that prohibits discrimination/ harassment on the basis of a disability in any program or activity receiving Federal financial assistance.

LCP will ensure that students with a mental or physical disability are protected from discrimination/ harassment in accordance with Section 504. Additionally, students will be protected from discrimination/ harassment if they have a record of a disability or are regarded as having a disability but in fact are not currently disabled.

Any individual (i.e. parent/guardian/school staff member) may request a Section 504 evaluation for a student by writing a formal request. Parental consent on the form must be obtained and documented in the parent acknowledgement section prior to proceeding with a Section 504 evaluation.

Indicators that a Section 504 referral may be appropriate include, but are not limited to, the following situations:

- A disability is suspected and the student needs systematic, consistently implemented accommodations in order to have his/her needs met as adequately as nondisabled students.
- A student has a temporary disability that is substantially limiting.
- A student exhibits a severe health condition.
- A disability is suspected but the student does not qualify for special education services.
- A disability is suspected and the student demonstrates a pattern of not benefiting from instruction.
- A disability is suspected and the student is considered at risk for school failure.
- A disability is suspected and a pattern of suspensions exists or a consideration to recommend expulsion occurs.

If a Section 504 evaluation is requested, a special education teacher will gather documentation about the student from a variety of sources in preparation for a 504 Evaluation Meeting, including:

- a) Information, documents, and records provided by parents/guardians
- b) Cumulative records
- c) Report cards
- d) Standardized test scores/class test scores
- e) Discipline records
- f) Attendance records
- g) Health records, if available (from the school nurse or parent/guardian)
- h) Information collected from interviews with applicable staff and/or from completed observation forms
- i) Prior special education testing results (if student is not or is no longer eligible for special education), if applicable

In the meeting, the Section 504 Evaluation Team has the responsibility to complete and document the evaluation process, applying the following eligibility criteria questions:

- Does the student have a physical or mental disability?
- Does the student's disability impair a major life activity?
- Is the degree of impairment substantial?
- Does the student require a Section 504 Plan in order for his/her educational needs to be met as adequately as those of non-disabled peers?

If the student does require a Section 504 Plan, the plan will include the following components to ensure that the student's needs are met:

- a) A statement of the student's physical or mental disability.
- b) A date when the plan is to be re-evaluated (every three years or sooner as appropriate).
- c) The specific educational area(s) that are impacted by the disabling condition.
- d) The specific accommodations needed to enable the student to have the same access to the instructional program as all other students (i.e. an assignment notebook, seating the student closer to the teacher and/or away from distractions, specific amount of extra time to complete tests/assignments).
- e) A statement of the specific and measurable times (frequency) when accommodations are to be implemented.
- f) The person(s) to be responsible for implementing the accommodations.
- g) A Behavior Support Plan, if the student's behavior warrants it.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Students in Other Special Groups

Legacy College Prep offers a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. The Principal serves as the Charter School designee responsible for monitoring foster and homeless students' growth, support services and achievement of Charter School and individual goals. If a parent or student indicates they are living in a situation that would qualify as homeless the Charter School will inform them of their rights under the McKinney-Vento Act. Legacy College Prep adheres to the McKinney-Vento Act and provides all required supports to its homeless youth.

As detailed above, the MTSS team and the student's teachers will collaborate closely with the student's wrap-around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding the student's welfare and progress in school. Our MTSS team process and teacher training will ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations.

A Typical School Day

A visitor to Legacy College Prep would see the school's vision and values in practice throughout the day. The building, a warm and welcoming environment decorated with inspirational quotations and colorful college pennants, opens at 7:00 a.m. for students who choose to arrive early. Students are greeted by a staff member who checks to make sure that they are set up for a successful day by being in full uniform, including their LCP polo shirt. Students catch up on homework, socialize with friends, and enjoy a nutritious breakfast before the day begins.

When the bell rings and students are dismissed, they walk with urgency to their advisor's classroom for Morning Advisory. This ten-minute session is just enough time for Advisors to take attendance, collect forms like field trip permission slips, and again provide a positive motivating message for students to carry with them throughout the day.

After Advisory, students transition to their regular academic classes. Throughout the building, there is an emphasis on rigorous, standards-based instruction. All lessons, online and offline, are standards-based and objective-driven, and students spend every minute of each 60-minute class period working and thinking hard. Before they leave, the teacher checks for understanding in a measurable way so s/he has useful real-time data going into the next day's lessons.

On a typical day, students have their four core subject area classes as well as one A-G elective course. A sample student schedule is below.

Schedule
Advisory
Math
Science
Lunch
Social Studies
English
Physical Education
Advisory

In their core classes, students experience a variety of learning formats with each student getting the right instruction for their needs at the right time. On a typical day, students will work independently in some of their classes on online modules, teacher-created lessons that students complete online at their own

pace. In some classes, students may log in to an online curriculum such as Apex Learning or online lesson from Khan Academy to pick up where they left off the day before. In other classes, students access the day's lesson from an online learning management system where the assignment is posted online. Students can follow links to relevant articles, YouTube videos, digital science labs, or online assessments that will be necessary to complete the assignment. To facilitate this type of learning, students are each equipped with a Google email address and access to Google Apps for Education so they can easily share assignments with their teachers and with their classmates for group projects. Teachers are equipped with software that enables them to monitor each student's computer screen so they can easily intervene if they notice a student needs additional support or a reminder to stay on task. Students are mentally engaged from bell to bell, and teachers are free to circulate through the classroom providing individualized support and interventions as needed.

In other classes, students are partnered or grouped dynamically to work on projects, performance tasks, literature circles, and other types of online and offline tasks. While many types of activities take place on a typical day, visitors would see that in every classroom, students are engaged and working at a rigorous level to master content standards. Each student's learning is highly personalized, tied to a deeper purpose, and intended to instill specific mindsets to allow for success in college and in life.

In the middle of the day, students are offered a nutritious lunch. LCP takes part in the National School Lunch Program and is committed to providing healthy, fresh breakfasts and lunches to students every day. In the cafeteria, students model appropriate lunchroom behavior by staying seated, speaking with indoor voices, and keeping the cafeteria clean.

After lunch, students attend their afternoon academic courses. The school day ends with Afternoon Advisory, a session of at least thirty minutes that is a hallmark of LCP's college preparatory program. In Advisory, the Advisor meets with a group of 20-30 students who will make up the same advisory for their whole four-year tenure at LCP. The Advisor's goal is to ensure that all students are on track for promotion every year and for graduation at the end of their senior year. S/he uses a scoreboard to drive conversations with his/her advisees on their progress toward each of the promotion and graduation requirements. On most days, students use their Advisory period as a study hall while the Advisor meets one-on-one with individual students on a rotating basis to look at their individual data on the scorecard and set goals accordingly. If many students are struggling in the same area, the Advisor may create a whole-group lesson plan addressing that area (for example, recurring behavior issues or challenges with homework completion). Advisory helps to ensure that no student falls through the cracks and that 100% of LCP students are accepted to a four-year college by the time they graduate.

When the bell rings at 3:30 p.m., students are dismissed from Advisory. Some students leave at that time; many choose to stay for after school activities like tutoring, sports, and clubs.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Cal. Ed. Code § 47605(b)(5)(B).

The charter school has clearly defined schoolwide outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d).

Measurable Goals of the Educational Program

Legacy College Prep shall meet all statewide content and performance standards and targets. Cal. Ed. Code §§47605(c)(1), 60605.

Legacy College Prep complies with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

THE REQUIREMENTS OF EDUCATION CODE § 47605(B)(5)(A)(II)

Legacy College Prep will pursue the following Charter School wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code Section 47605(b)(5)(A)(ii), 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, Legacy College Prep stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions Legacy College Prep anticipates at this point in time. For more details, please refer to Legacy College Prep's current LCAP.

LCFF STATE PRIORITIES	
GOAL #1	
Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate the barriers to student success.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6

Local Priorities:

:

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Specific Annual Actions to Achieve Goal

100% of low-income students will have access to ACT CCRS/ California State/ ELD/ Next Generation Science standards aligned curriculum that supports our school's educational program that includes:

- i. Blended learning (online, self-paced) with Canvas, Academic Approach, and Edgenuity
- ii. Project-based learning
- iii. Performance Tasks

100% of teachers will receive training on "Top 5 Teacher Moves" designed to maximize cognitive lift in all students, and how to properly scaffold assignments for our English Learners and Special Needs subgroups to maintain rigor while meeting their needs.

100% of students will be placed in an advisory in which teachers provide extra support for passing classes and for the college application process for low income, EL and foster youth students, many of whom will be first generation college students.

100% of students will be enrolled in courses each year that ensure they are on track to meet or exceed all A-G or Certificate Track requirements before graduation.

To ensure proper scaffolding for English Learners and the additional resources required for low income and foster youth, the school employs additional teachers in order to have small class sizes (30:1).

To create a safe atmosphere for our at-risk subgroups, including ELs, foster youth and low-income students, the Dean of Students provides additional supports outside of the classroom, including meeting with students individually, creating personalized behavior improvement plans and working with parents to ensure 100% of students are in an environment that nurtures their success and makes them feel motivated to attend school every day.

The Assistant Principal provides curriculum and behavior supports that allow students in subgroups, including ELs, foster youth and low-income students, to succeed.

100% of teachers receive a professional development series focused on how to provide extra support in the classroom to English Learners, foster youth and low-income students.

100% of English Learner, low income, and foster youth seniors will be accepted into a 4-year college or will be on a stable career path with the guidance of the College Counselor.

The Office Coordinator will monitor and track attendance, chronic absenteeism, truancy, suspensions, and will provide supervision of students, with particular focus on low income and foster youth. The Office Coordinator will identify when students need intervention from school staff and will send letters, make phone calls, and facilitate meetings with students, their families, and school staff, to provide the resources needed to maintain high daily attendance rates for our at-risk students.

100% of students with enriching learning experiences that included the use of technology and technological devices to access digital tools, and online curriculum.

100% of students will participate in the 1:1 Chromebook program. To ensure low income students' status is never a barrier to a high-quality education, the school will provide Chromebooks at a ratio of 1:1. A tech liaison at the school site will manage and maintain the Chromebook program.

Hapara, Rosetta Stone, and Mongoose programs will be used as instruments to better support the needs of low

income and foster youth, special needs and English Learner students.

Expected Annual Measurable Outcomes

Outcome #1: 100% of students will have access to ACT College and Career Readiness Standards (CCRS), Common Core standards, and aligned instructional materials.

Metric/Method for Measuring: Percentage of students who have sufficient access to standards-aligned instructional materials.

Outcome #2: 100% of students, with the exception of students who are on a different track according to their IEPs, are taking and passing standards - aligned courses that satisfy the UC/ CSU A-G entrance requirements including all core subjects in addition to: World Language, Visual and Performing Arts, Physical Education, and College Readiness.

Metric/Method for Measuring: Percentage of students passing standards-aligned courses that satisfy the UC/ CSU A-G entrance requirements.

Outcome #3: Maintain >94% ADA.

Metric/Method for Measuring: ADA calculated by attendance records maintained in the SIS.

Outcome #4: Provide 1:1 Chromebook program that enables access to all curriculum for all students.

Metric/Method for Measuring: Ratio of Chromebooks to number of students enrolled.

GOAL #2

Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.

Related State Priorities:

1 4 7

2 5 8

3 6

Local Priorities:

:

:

Specific Annual Actions to Achieve Goal

Positive school culture will be achieved through the implementation of the Tiered Behavior System. Students will earn merits for exuding positive behaviors and exemplifying the school's core values, which come with public recognition, prizes, and raffles. Students will earn demerits by not meeting our shared expectations; demerits will be given respectfully and discreetly, and will be accompanied by a moment of behavior coaching and reflection from a staff member.

The student handbook will be revised to include more alternatives to suspension. To reduce the suspension rates for our low income and special needs students, the Assistant Principal will devote a significant amount of time to identifying the causes of high rates for these subgroups, develop resources, and meet with students and their families. Additional counsel and accountability will be provided by a formal Performance Indicator Review team composed of school staff, network support, and a SELPA representative.

To further promote a positive learning culture and provide opportunities for engagement and involvement for our at-risk students (low income, foster youth, English Learners, and Special Needs), the school hosted or created several student activities, field trips, and after school clubs/sports.

The school will maintain a safe learning environment for our students by investing in full-time janitorial services, and facilities repairs/ maintenance.

Additionally, the Principal and all teachers will devote a significant amount of time to managing behavior for the benefit of our at-risk students (low income, foster youth, and EL) , and all students, and providing guidance or

mediation as needed.

Further supports for these students are provided through after school tutoring, coaching, and credit recovery periods at the end of each quarter.

The school will host the following events, organized and lead by the Principal, Assistant Principal and the Office Team, for parents to be involved in the school and give input on decisions:

- i. Report cards pick-ups (parent-teacher conferences) will take place 4 times/year
- ii. The school will host monthly Coffee with the Principal to address schoolwide topics including but not limited to issues generate by parent requests, LCAP and character development.
- iii. The school will organize and promote SSC meetings to address the school's Title I program and the academic support programs to increase ELA & Math student academic achievement.
- iv. The Parent Advisory Committees are composed of parents who work in a support capacity with the Principal and Parent Engagement Coordinator. The purpose of the PAC is for all members to work together to enhance student learning and development, and to enrich the educational experience of all students by increasing family and community involvement through strong working relationships among parents, teachers and schools. This can include recruiting and coordinating volunteers, providing special recognition in awards ceremonies or through other activities, organizing parent education events, planning teacher appreciation activities, fundraising and much more.
- v. The school will host English Language Advisory Committee (ELAC) meetings to address the school's ELL Program. ELAC addresses the ELD program and develops methods to support ELL students.
- vi. Parents will have access to Illuminate to check on student progress.
- vii. The school will use translation services to better serve ELL students and Spanish- speaking families.

Expected Annual Measurable Outcomes

Outcome #1: Maintain suspension rates <10%.

Metric/Method for Measuring: Suspension rates.

Outcome #2: At least 80% of student respondents will agree that the school provides a safe learning environment as measured in the quarterly student survey.

Metric/Method for Measuring: Percentage of student respondents who agree or strongly agree with the statements on the survey.

Outcome #3: At least 80% of parent respondents will be satisfied with the school's program as measured in the quarterly parent surveys.

Metric/Method for Measuring: Percentage of parent respondents who agree or strongly agree with the statements on the survey.

GOAL #3

Develop an infrastructure for ongoing analysis of data including: student achievement, performance data, and demographics to measure program efficacy and ensure maximization of physical, human, and fiscal resources.

Related State Priorities:

1 4 7

2 5 8

3 6

Local Priorities:

:

:

Specific Annual Actions to Achieve Goal

100% of low-income students will have access to ACT CCRS/ California State/ ELD/ Next Generation Science standards aligned curriculum that supports our school's educational program that includes:

- iv. Blended learning (online, self-paced) with Canvas, Academic Approach, and Edgenuity
- v. Project-based learning
- vi. Performance Tasks

100% of teachers will receive training on "Top 5 Teacher Moves" designed to maximize cognitive lift in all students, and how to properly scaffold assignments for our English Learners and Special Needs subgroups to maintain rigor

while meeting their needs.

100% of students will be placed in an advisory in which teachers provide extra support for passing classes and for the college application process for low income, EL and foster youth students, many of whom will be first generation college students.

Assessments: The ACT will be used as a summative assessment for all students to measure student progress in addition to monitoring and measuring growth targets. The school will use results to measure program efficacy. Quarterly interim assessments, aligned to the ACT, will be given as a formative assessment to monitor student progress. In addition, the school's Administrative Team, in collaboration with teachers, will disaggregate, review, analyze and monitor assessment results to inform and improve instructional practice, identify each student's areas of strength; and growth. An ACT boot camp is held each year to provide additional support in student preparation for the exam.

100% of English Learners will participate in an effective English Language acquisition program that affords them meaningful access to the school's academic core curriculum. Our Network Credentialing Team will ensure teachers delivering the instruction are appropriately credentialed and possess English Learner Authorization. Students will be assessed and monitored closely to ensure EL growth targets and measurable outcomes are met. Within the classroom setting, teachers use the specifically designed academic instruction in English (SDAIE) approach to teach academic content with additional scaffolding, so students can access the content. The Assistant Principal dedicates time to routinely test students, monitor progress, and design PD in response to the needs of the EL population.

Expected Annual Measurable Outcomes

Outcome #1: 70% of students will meet or exceed the benchmark scores for the ELA CAASPP Assessment. 30% of students will meet or exceed the benchmark scores for the Math CAASPP Assessment.

Metric/Method for Measuring: CAASPP

Outcome #2: 80% of students will meet or exceed grade level ACT benchmarks as an indicator of college preparedness. Benchmarks:

- 9th Grade: 14
- 10th Grade: 16
- 11th Grade: 18
- 12th Grade: 21

Metric/Method for Measuring: ACT

Outcome #3: Maintain 20% annual ELPAC reclassification rate.

Metric/Method for Measuring: ELPAC reclassification rate.

ELEMENT 3 – METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“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.” Cal. Ed. Code § 47605(b)(5)(C).

Method For Measuring Pupil Progress Toward Outcomes: Formative Assessment

The use of data is fundamental to the culture of Legacy College Prep in all areas, but especially in informing the instructional program to ensure that Legacy College Prep’s primary goal of increased academic achievement for all students is met. At all levels of the organization, from students to teachers to leadership to the Ednovate network office, members of the Ednovate community utilize data to drive all important decisions impacting teaching and learning. While Legacy College Prep’s academic model is built to evolve, Ednovate and Legacy College Prep are clear about goals and intended outcomes, and everyone throughout the organization will be held accountable for collectively and individually achieving those goals.

Legacy College Prep uses a variety of assessments to inform student progress throughout the school year.

Baseline Assessments

Legacy College Prep uses a released ACT exam to establish a baseline for student performance and to document progress over time in English language arts, reading, writing, science and mathematics. Diagnostic assessments are administered to new students at Orientation each summer before the start of each school year. Legacy College Prep uses CCRS-aligned diagnostic assessments in English language arts, mathematics, science, and reading. These assessments will be used to identify students needing intervention to ensure that all reasonable steps are taken to promote each student’s grade level academic performance. Student progress is monitored regularly. When student progress is not at the desired level, the Student Support and Progress Team will be used to prescribe and monitor the effectiveness of interventions or other courses of action and to continue to monitor student progress in MTSS until success is achieved. Additionally, the ELPAC assessment is used a baseline for English proficiency for all EL students.

Formative Assessments

During the school year, teachers conduct formative assessments of student progress using a variety of measures. Students are assessed in each of the academic skill areas by a range of methods, including, but not limited to, standardized tests and assessments, diagnostic assessments, teacher-designed quizzes and tests, performance assessments, teacher observation, skills inventories, and homework and class work. These assessments help teachers regularly adjust instruction according to students’ progress and ensure that instruction is differentiated to meet each individual student’s needs. These tools provide teachers with a snapshot of each student’s mastery of standards at regular intervals.

- **Interim Assessments (quarterly):** Interim assessments are aligned to the ACT College & Career Readiness Standards for each grade level and subject area. They are intended to identify areas for re-teaching and/or intervention and to familiarize students with the content and format of such standardized assessments as the ACT. Legacy College Prep administers interim assessments four

times per year. The results from these assessments will integrate with the school’s online student information and assessment system, Illuminate, so that all relevant data about each student can be found in one place and reports can be easily generated. These tests allow the Charter School to monitor student progress in all subject areas to assess where learning is breaking down and what areas need to be targeted and retaught if necessary. Additionally, students take a pre- and post- full length ACT exam.

- **Performance Tasks/PMC Journeys (quarterly):** Legacy College Prep’s instructional design incorporates projects as a foundational component. Through projects embedded in their coursework, students will explore a different theme each year: “know yourself,” “know your community,” “know your nation” and “know your world.” Projects are intended to give Legacy College Prep students a deep sense of purpose and inspire them to make a beneficial contribution to their communities, aligning with the school’s mission of Positive Multigenerational Change.
- **Real-Time Data (ongoing):** Because of the online coursework that is a significant part of the school’s instructional model, teachers have access to a constant flow of real-time data with which to evaluate students’ progress. Equipped with a wide variety of instructional strategies, teachers can quickly provide interventions (such as one-to-one instruction, small group pullouts, reteaching/remediation using another modality, or peer-to-peer support), in the moment to ensure that instruction is constantly meeting the needs of all students.

Schedule of Assessments

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable)	9-12	Daily and /or weekly
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against personalized learning plan goals	9-12	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	9-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	11	Once a year
ACT	State Criterion-Based Assessment in ELA, math science and social studies	9-12	Quarterly
California Science Test (CAST)	State Assessment in Science	9-12	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	11	Once a year
Interim Assessment	Summative ELA, Math, Reading and Science assessment of mastery	9-11	At end of units of study per curriculum
ELPAC	Measure English language acquisition	9-12	Upon enrollment; twice annually for all ELs
Performance tasks	Graded using the critical thinking rubric	9-12	Culminates with 12th grade graduate capstone
Incoming Placement Exams	Measure mathematics ability	9-12	Upon enrollment; as needed

Legacy College Prep utilizes a range of assessments to best understand and measure student achievement and strives to maintain a level of consistency in the types and frequency of assessments in order to evaluate the school's outcomes over time. However, assessments are subject to change or become unavailable, particularly during unusual circumstances, such as COVID-19 in 2020. If needed, Legacy College Prep may develop or use different assessments than those listed above.

Accountability for Results

The Principal has the primary responsibility and accountability to the Legacy College Prep community for implementing the guiding principles, curriculum, and instruction and ensuring that each and every student gets what he/she needs to achieve individual and school performance goals.

The Principal of Legacy College Prep is accountable for demonstrating progress toward and meeting applicable federal and state requirements along with annual goals set in the school's LCAP and other performance goals. The Board of Directors of Ednovate is responsible for monitoring academic progress and documenting and publishing results to the parents, Charter School community, and the community of Los Angeles.

The Board of Directors of Ednovate, Inc. monitors, documents, analyzes, and publishes implementation results and student outcome results. Ongoing evaluation will serve to document exemplary teaching practices, provide longitudinal data for continuous improvement, and inform parents and the community on the degree to which Legacy College Prep is achieving its stated goals for individual students and the school.

DATA ANALYSIS AND REPORTING

Legacy College Prep utilizes an online dashboard system called the Reportal (run through Tableau online and a Schoolzilla data warehouse) to monitor all students' progress toward academic and non-academic goals, collectively defined as our Annual College Readiness Indicators (ACRIs). These are the metrics that allow Legacy College Prep to monitor the academic and nonacademic goals of our students, and cover GPA, performance on interim ACT assessments, attendance, behavior, their PMC hours (community service or internship hours), and the Performance Tasks they're asked to complete at the end of each semester to build their Critical Thinking skills. The Reportal provides a quick, easy-to-read snapshot of schoolwide progress in each area, allowing teachers and staff to observe trends across the school or grade level. All staff members view this data at least weekly. Teachers are able to drill down to the individual student level to see a student's progress in each of the areas. The Reportal updates nightly so nearly real-time data can be used for decision-making at every level from schoolwide policies to individual students' daily academic and non-academic such as behavioral and attendance goals. Legacy College Prep is committed to transparency and accountability, and thus data is shared widely.

The Reportal drives a number of important conversations and decisions throughout the Charter School community:

- **Instructors:** On weekly professional development days, the entire staff reviews the dashboard, discusses any changes from the previous week, and plans ways to improve in any areas of concern. If there are common trends throughout the school, that will suggest to the administration that the whole staff may need professional development in a certain area to better support students. Also, on a weekly basis, teachers meet with their grade level teams to look more closely at the progress of the students in their grade level. The grade level team may identify areas where the whole grade level needs more support or they may identify individual students that require certain interventions.
- **Advisors:** All Legacy College Prep instructors also serve as advisors. In their capacity as advisors, they work closely with a cohort of 20-30 students over the course of their four years in high school. Advisors use the Reportal dashboards to guide counseling/ data conferencing sessions with their advisees. Approximately every two weeks, advisors meet one-on-one with

each of their advisees to review each student’s progress in each of the promotion/graduation requirements and set goals for the student.

- **School Administrators:** The Charter School’s leadership team meets weekly, using the Reportal dashboards to assess schoolwide progress from the previous week, identify trends, and plan schoolwide initiatives and interventions. The leadership team also uses this time to plan highly responsive weekly staff professional development based on what the data shows is needed at that time.
- **Students:** As referenced above, students review data in their 1:1 sessions with their advisors and receive coaching toward their personal goals. Students also have real-time access to grades, attendance, and assessment data through Illuminate, the Charter School’s student information system, as well as frequent, real-time feedback from their online modules and from their teachers’ interventions during the class period. The school will be transitioning to PowerSchool, which will be launching in the 2021-2022 school year; students will still have access to their real-time data through this tool, as well.
- **Families:** Legacy College Prep parents and/or legal guardians receive progress reports every two weeks with their students’ grades and progress toward goals. Parents and/or legal guardians also have access to Illuminate’s 24/7 Parent Portal to access grades, attendance, and assessment data. The school will be transitioning to PowerSchool, which will be launching in the 2021-2022 school year; parents and/or legal guardians will still have access to their students’ real-time data through this tool, as well. On a quarterly basis, parents and/or legal guardians will be asked to come in for 1:1 conferences with the student’s advisor at Report Card Pick Up, and those conversations will also be grounded in data. The Reportal dashboard data will also drive parent meetings to ensure that student outcomes are central to all decision-making.
- **Board:** The Board of Directors is kept up to date of progress toward goals through the same data system that all staff members use. Board members receive a weekly email from the CEO that includes the scoreboard as well as other highlights from the week.

All Ednovate schools use a common student information system (SIS) and data assessment system to ensure alignment across schools. At this time, the SIS in use is Illuminate. The school will be transitioning to PowerSchool, which will be launching in the 2021-2022 school year; PowerSchool will offer the same access to the key datapoints that are critical to the school’s success.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Grading

To align to the GPA calculations used by the California public university systems (UCs and CSUs), Ednovate defines its **unweighted GPA** by the following scale:

Letter Grade	Percentage Range	GPA
A	89.5 - 100	4.0
B	79.5 - 89.4	3.0
C	69.5 - 79.4	2.0
D	59.5 - 69.4	1.0
F	0 - 59.4	0.0

To allow for additional differentiation of student performance, as well as to award students for taking more rigorous classes, Ednovate defines its **weighted GPA** using the following grading scale:

Letter Grade	Percentage Range	GPA
A+	96.5 - 100	4.3
A	92.5 - 96.4	4.0
A-	89.5 - 92.4	3.7
B+	86.5 - 89.4	3.3
B	82.5 - 86.4	3.0
B-	79.5 - 82	2.7
C+	76.5 - 79.4	2.3
C	72.5 - 76.4	2.0
C-	69.5 - 72.4	1.7
D+	66.5 - 69.4	1.3
D	62.5 - 66.4	1.0
D-	59.5 - 62.4	0.7
F	0 - 59.4	0.0

Honors classes are awarded 0.5 point bonus and Advanced Placement classes are awarded a 1.0 point bonus when calculating weighted grade point averages. Pass/Fail classes are issued “P” or “F” and earn credit, however, they do not factor into grade point averages. Students must have a C- or higher to earn credit and pass a Pass/Fail class.

Within this familiar grade structure, Legacy College Prep uses a mastery-based grading system in which students earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with Legacy College Prep’s mission and values in that a) it gives students and parents specific, actionable feedback about what skills students have learned or still need to learn, b) it shifts the focus to student growth over time; and c) it aligns with the school’s personalized learning model in which students learn at their own pace. This grading system ensures that students develop mastery of the standards and essential skills for college.

Progress Reports

Students receive progress reports every two weeks of the semester; however, parents are strongly encouraged to attend Report Card Pick-Up each quarter and meet with their child’s Advisor. Parents and students also have access to a variety of progress information online in real-time.

Annual College Readiness Indicators

While graduation from Legacy College Prep is based on credits, Legacy College Prep students must also meet rigorous Annual College Readiness Indicators (ACRIs) to remain in good standing across six

different areas. These areas are Mastery, College Rigor, Critical Thinking, Purpose, Self-Regulation, and Presence.

To meet the Mastery requirements, students must earn the credits from all classes in which they are enrolled during the regular school day and school year by earning a C- or higher. If the student fails any class he/she will be expected to enroll in make-up classes in order to recover credits at the next available opportunity or a penalty make-up class may be imposed. If the student is unable to make up all credits at least one week before the school year starts, he/she will not be in good standing and may be in jeopardy of not graduating as scheduled.

To meet the College Rigor requirements, students must meet or exceed an annual ACT benchmark composite score on the ACT. The ACT is a national college readiness assessment used to apply for college. When a student scores lower than the benchmark for their grade, they will be required to take a college readiness accelerator course over the summer.

For the Critical Thinking requirement, students must critically think about their purpose for their college and careers through our PMC Performance Tasks and pass them with an average of 1.5 on our common rubric.

For the Purpose ACRI, students must explore and identify areas of personal passion by completing ten hours per year of unpaid community service, internships, or volunteering in a workplace for a minimum of ten hours per year for a minimum total of 40 hours over four years of high school.

For the Self-Regulation ACRI, students must demonstrate maturity, self-control and self-discipline to be in good standing and on track to graduate. To do so, students earning 12 or fewer detentions in one school year must serve all earned detentions to be in good standing and graduate. Students earning 13 or more detentions in one school year must serve all earned detentions and participate in summer school to remain in good standing. Students may serve detention each Friday that school is in session and during select times over breaks. During detention, students may be asked to participate in community circles, processing conversations to help them understand the demerits they've earned, behavior planning or other strategies to help them remain on track.

For the Presence ACRI, if students are absent for more than 20 days in a school year, they will be required to complete summer school to make-up missed academic time.

Failure to complete the Annual College Readiness Indicators during the school year or in summer school may result in an alternate advisory placement and delayed graduation.

Legacy College Prep provides a large number of supports and interventions to students at risk of not being promoted or not graduating. Given these supports, the vast majority of students will meet the Charter School's high expectations and complete all promotion requirements by the end of summer school each year. There is frequent, ongoing communication between the Charter School, students, and families so all stakeholders are aware of students' progress toward promotion, including progress reports every two weeks and formal report cards every quarter. Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies. Students with disabilities, including 504 plans, receive accommodations and modifications in regard to annual promotion requirements as required by law and as determined appropriate by Charter School administration and the students' parents/guardians as part of the IEP team.

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(b)(5)(D)

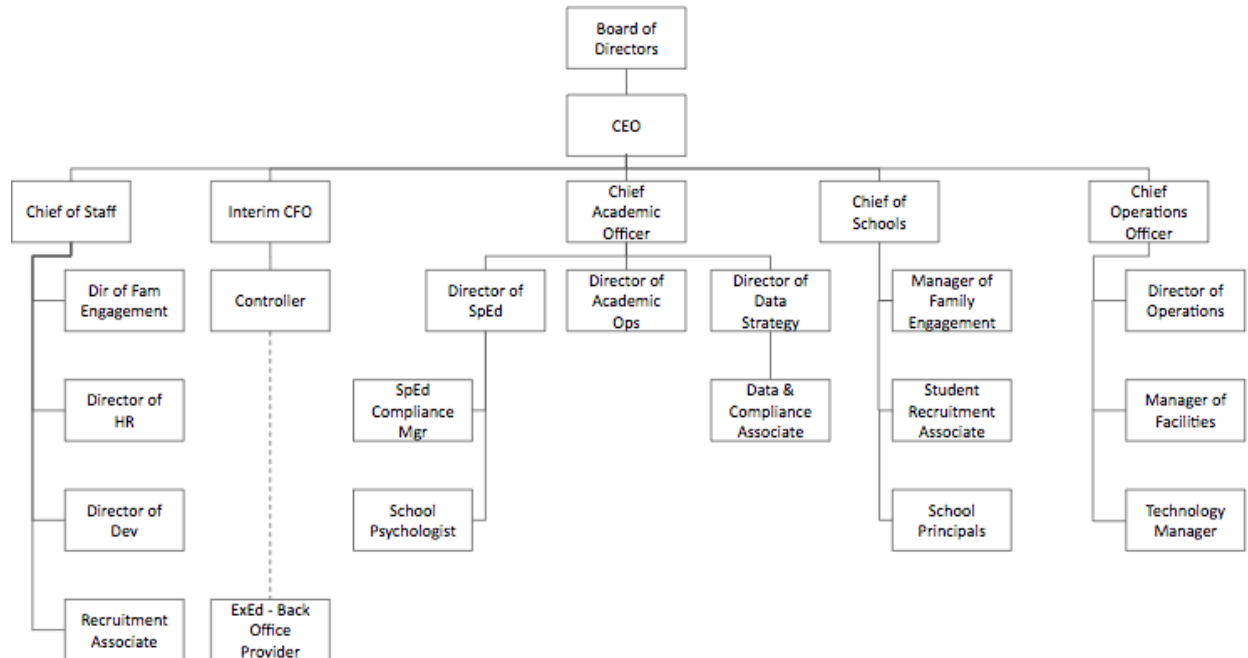
GOVERNANCE STRUCTURE

Legacy College Prep is a direct funded, independent charter school that operates independently from the Orange County Department of Education. The affairs of Legacy College Prep are managed and its powers exercised under the ultimate jurisdiction of the Board of Directors of Ednovate, Inc., a California Non-Profit Public Benefit Corporation with 501(c)(3) designation from the IRS.

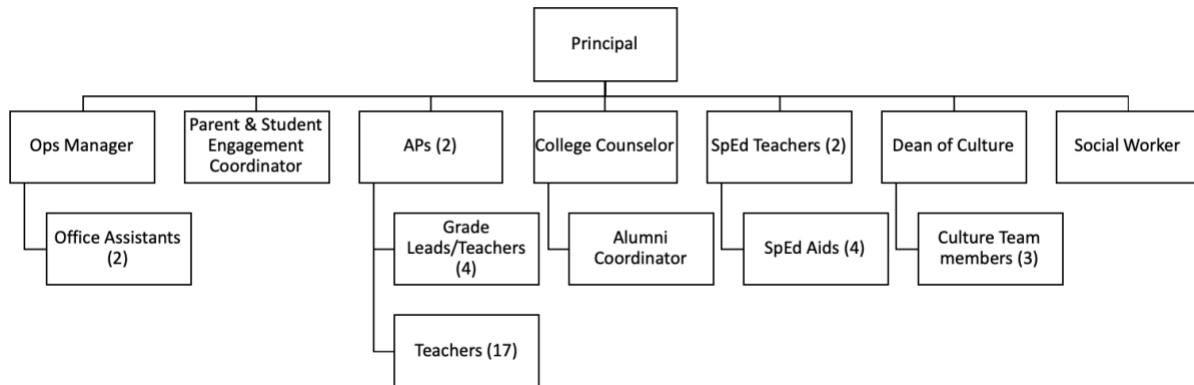
The Ednovate Board of Directors (“Board”) is a policy-making board and supervises the leadership of the Ednovate, Inc. Charter Management Organization (“CMO”) and Legacy College Prep. The Board delegates all school management decisions such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy to the CEO.

Organizational Charts

Currently, the CMO staff includes the following:



Legacy College Prep's school site staffing include the following:



Detailed job descriptions for lead CMO positions and all school site positions are included in Element 5.

Board of Directors

The Board advocates the organization's mission and provides expert guidance to the organization in law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, Charter School operations, and student learning. As the governing body for all Ednovate schools, the Board will be responsive to the needs of various communities through school visits, regular updates from each site, and participation of parents and community stakeholders in board meetings.

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Ednovate, Inc. Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of Legacy College Prep (and the other Ednovate schools) including but not limited to the following:

- Ensure Legacy College Prep meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the CEO;
- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve contractual agreements in accordance with approved Fiscal Policies and Procedures;
- Approve and monitor the Charter School's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Legacy College Prep;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the Charter School;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which Legacy College Prep is established. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Legacy College Prep any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Ednovate is privileged to have a strong, seasoned Board of Directors, and Legacy College Prep will benefit from the expertise and years of experience of Ednovate's current board.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Board Directors should have a firm belief in the philosophy on which Legacy College Prep is based and must be committed to advancing the mission of Ednovate. The purpose of the Board of Directors is to direct, not manage, the Charter School. Board members must be able to ensure that the Legacy College Prep vision is carried out, foster relationships with staff and the Charter School community, and oversee the budget.

The Charter School's Board will maintain no fewer than three and no more than 15 voting positions at any time with the exact number of directors to be fixed, within the limits heretofore specified, by the Board from time to time. No Board Director position will be filled by any paid employee of Legacy College Prep, and no Board Director shall be paid. Directors are elected for two-year terms and may renew their term or remain in office until a successor member has been designated. Candidates for each seat on the Board will be nominated by any Board member and will be filled by a vote of a majority of the current members, except in the following case: Pursuant to Education Code 47604, the governing board of OCDE has the right to appoint a member of the Board.

The Board shall strive to include Directors who have expertise in education, law, finance, non-profit management, and more. Although not required, the Board shall strive to create an odd number of Directors for voting purposes. The Board shall strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

Qualifications of a Board Member

- Supports the mission and vision of the Charter School
- Agrees to comply with the Brown Act
- Places a high value on professionalism
- Motivated to serve on the Board primarily to help guarantee the educational success of students
- Has prior board experience (not required, but helpful)
- Brings expertise in a desired area, such as law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, charter school operations, and student learning.

GOVERNANCE PROCEDURES AND OPERATIONS

The Board meets at least four times per year; additional meetings may be called as necessary. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). Board and Board committee meetings rotate at different school sites of the existing Ednovate schools within OCDE, per Education Code Section 47604.1.

Per the Bylaws, the majority of the Directors in office constitute a quorum of the Board, with telephonic participation available within the requirements of the Brown Act (i.e. agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within jurisdictional boundaries of OCDE, all votes must be by roll call, and in accordance with Education Code Section 47604.1). Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of Legacy College Prep for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the Charter School's website, published in the monthly newsletter to parents, and posted in the main office of the Charter School at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the Charter School's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to Legacy College Prep at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book located in the corporate records available on the website (www.ednovate.org) and available for review by the public.

Ednovate, Inc. has adopted a conflicts of interest policy that complies with the Political Reform Act, Government Code 1090, Corporations Code, and District policy. The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act.

Legal Assurances

Legacy College Prep and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of LCP.

Legacy College Prep shall comply with the Brown Act and the Public Records Act.

All employees and representatives of LCP, including members of LCP's governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and the Orange County Department of Education's charter school policies, regarding ethics and conflicts of interest.

LCP 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 LCP amends its bylaws, it shall provide a copy of the amended bylaws to OCDE within 30 days of adoption.

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

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

Notification of the County

Legacy College Prep shall notify the Orange County Department of Education in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Legacy College Prep. LCP shall also notify OCDE in writing of any internal investigations within one week of commencing investigation.

Amendments

Any amendments to this charter will be submitted by the Governing Board of Ednovate to the Orange County Department of Education. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code § 47605.

STAKEHOLDER INVOLVEMENT

Legacy College Prep seeks input from parents and students, as well as teachers, staff, and administrators. These stakeholders provide important input and feedback on the governance and operation of Legacy College Prep both informally and formally. Surveys are an important source of feedback. Most recently, across existing Ednovate schools, 100% of teachers and staff report they are proud to be team members at Ednovate. Parents and students are surveyed quarterly to assess their satisfaction and engagement with our programs with strong results: 97% of parents and 91% of our students and believe Ednovate is preparing the students for success in college and career.

Parents have the opportunity to participate in Charter School decisions through the Legacy College Prep Parent Advisory Council (PAC). The PAC provides an ongoing opportunity for two-way communication and feedback between parents and the school, including processes for parents to initiate desired activities, plan events or provide input to the school's leadership. The main responsibility of the PAC is to analyze scorecard data (academics, attendance, behavior, community service and performance tasks) and make recommendations to the school's leadership for ways to improve schoolwide performance in the key indicators tracked on the scorecard. Legacy College Prep staff provides logistical support to ensure that communication about PAC meetings and processes reach all parents in a timely fashion. Parents are also encouraged to:

- Attend parent education programs
- Serve as mentors and volunteers
- Assist in planning family nights and other Charter School events, contributing to newsletters, and attending community events on behalf of the school
- Meet with teachers as questions and concerns arise and attending student parent conferences.

Quarterly, Legacy College Prep holds parent-teacher conferences (Report Card Pick-Up Days). Many opportunities for parent involvement, such as PAC meetings, will coincide with Report Card Pick-Up Days. At least twice a year, the Charter School conducts a process to surface and address questions and concerns of the parents. Concerns not resolved to parents' satisfaction will be pursued through additional meetings between the Principal or administrative designee and the parents. If concerns are still not resolved, concerned parents may direct their concerns to the Board of Directors, where both the Principal or administrative designee and the parent(s) may present information.

Stakeholder Communication

Opportunities to provide input are clearly communicated and accessible to stakeholders. Additionally, stakeholders may make appointments with Legacy College Prep teachers and staff to provide feedback directly.

Legacy College Prep communicates with parents about student progress on an ongoing basis as parents interact with teachers and administrators informally and by request, as well as through weekly

progress updates. In addition to school-initiated communications, parents also have 24/7 real-time access to their child's grades, attendance, and behavior records through the Parent Portal of Legacy College Prep's SIS, Illuminate. The Charter School sends annual reports to stakeholders.

Parental Involvement to Promote Academic Achievement

Legacy College Prep creates a school culture where parents and families are embraced as partners in the education of their children. Contrary to popular belief, increasing parental involvement does not always increase student achievement; it depends on the quality of parental involvement. Legacy College Prep will focus on developing the effective kind as characterized by Pomerantz:

Parental involvement, both in Charter School and at home, is beneficial when it supports student autonomy, focuses students on effort, is delivered with positive affect, and conveys positive beliefs about children's abilities. The right kind of parent involvement is beneficial to children's mental health, social functioning, and behavior in school.

Before the start of the school year, parents/guardians are asked to a) attend an orientation and b) sign a non-binding compact indicating they understand the Legacy College Prep philosophy, program, and outcomes and accept the "parent responsibilities" outlined therein. The compact encourages parents/guardians to fulfill the following "parent responsibilities":

- Attend parent-teacher conferences every ten weeks
- Monitor homework assignments on a daily basis
- Provide time and space for their child to do homework each night
- Talk with their child about school
- Support the code of conduct, the dress code, and the homework policy of Legacy College Prep, including supporting the assigning of Detention or Suspension when necessary
- Treat Legacy College Prep faculty and staff with respect

Research has found that school-initiated invitations to parents were effective across different income levels – but that low socioeconomic status parents responded best when schools took into account possible barriers to their involvement (e.g., transportation, child care needs, and demanding and inflexible work hours) and were explicit about the most useful role they could play in their children's Charter School success⁴⁹. Legacy College Prep works with parents to address barriers to Charter School involvement and to ensure they are involved in their children's education through alternatively scheduled meetings and volunteer opportunities on weekends or in the evenings. Legacy College Prep provides materials in languages other than English (including Spanish and other native languages).

In accordance with the California Education Code, section 52176(b), Legacy College Prep will have an English Learner Advisory Committee (ELAC) if it has more than 21 EL scholars. All parents with students attending the Charter School in which the ELAC is established are eligible and encouraged to participate in the ELAC. The Charter School will advertise ELAC participation at the beginning of each school year and ensure meetings are accessible. The Principal will ensure that ELAC members receive appropriate training.

Each year, the Principal also engages students, parents, teachers and staff in formulating the Charter School's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School solicits feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web-based applications like parent square and kickboard. The Charter School website is used to house all important documents (LCAP, SARC etc.) providing 24/7 access to all stakeholders.

⁴⁹ Hoover-Dempsey et al., 2005

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Equal Opportunity and Non-Discrimination Policy

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

Criminal Background Checks and Fingerprinting

As required in Ed. Code § 44237 and 45125.1, LCP shall require all employees of LCP, all volunteers who will be performing services that are not under the direct supervision of a LCP employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. LCP shall maintain on file and available for inspection evidence that LCP has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. LCP shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. The person responsible for coordinating human resources for the Ednovate network will monitor fingerprinting and background checks.

Credentialing Requirements

Legacy College Prep shall adhere to all state and federal requirements that are applicable to teachers and paraprofessional employees. LCP shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. LCP shall maintain current copies of all teacher credentials and make them readily available for inspection.

Teacher Recruitment and Selection

LCP recognizes that high student achievement depends on having excellent instructors in every classroom. Appropriately credentialed teachers will teach all core academic courses. English/Language Arts, history/social science, mathematics, and science will be considered “core, college prep” subjects for purposes of Education Code Section 47605(l).

As identifying top talent is critical for the school’s success, the school will use multiple strategies to attract and retain well qualified teachers. LCP will advertise positions on Ednovate’s website, www.ednovate.org, as well as a variety of online job boards and education publications. The school will also work with teacher preparation programs, such as USC, UCI, and Chapman to identify strong instructors.

LCP will use a hiring process that reveals the alignment of candidates’ educational philosophy and skills with LCP’s instructional approach. An online application screening will be the first step to ensure that candidates meet basic qualifications and to reveal the candidate’s alignment with LCP’s mission and

vision. Ideal candidates will have a track record of success in previous positions, a history of their own academic success, and a strong belief that all students can achieve at the highest levels. Candidates will participate in multiple interviews and, as feasible, demonstrate teaching skill through a demo lesson or video lesson. Administrators, teachers, parents, and students may participate in the hiring process; the Principal is ultimately responsible for hiring teachers and staff members.

It is a goal of LCP to foster a positive work environment for teachers that will allow excellent teachers to stay in the classroom year after year. The school will attract and retain high-performing teachers by offering a competitive compensation package and by creating an attractive and highly innovative work environment. At LCP, teachers will be given the opportunity to innovate in their classrooms as the school develops and refines its blended technology model year after year. With a 1:1 student to computer ratio and ample technology provided to staff, teachers will be able to leverage technology to make their career more sustainable. LCP's unique advisory program will also appeal to teachers who thrive on forming close, supportive relationships with students and problem solving to help each student succeed.

In addition to having excellent instructors in every classroom, LCP is also committed to hiring talented administrators and classified staff. Positions will be advertised similarly to teaching positions, and qualified applicants will go through a rigorous selection process including application screen, phone interview, and in-person interview(s) to identify candidates who are the most qualified for each position.

Teacher Professional Development

LCP's calendar and budget reflect the high priority placed on teacher professional development to support quality program implementation and ongoing improvement of instruction. LCP's instructional model involves sophisticated, innovative educational practices that take time to develop fully.

Every summer, teaching staff will return to work in the middle of July for several weeks of intensive teambuilding and professional development. Professional development begins with a strategic focus on building a functional team. Teambuilding is followed by professional development for all teachers in a variety of areas, including LCP's instructional model, the use of data in decision-making, school culture-building, the use of technology in the classroom, how to ensure staff is serving all learners' needs, and students' social-emotional well-being. During summer professional development, operational topics such as the staff handbook, school data systems, school policies, and school operations are covered as well.

Throughout the school year, students will be dismissed at 1:30pm on Fridays to allow for ongoing staff professional development. Topics for these sessions vary depending on the needs of the teachers and are always grounded in data, whether it is academic, discipline, attendance, or other data. There will also be time allotted for grade level teams and/or department teams to meet to share best practices, tackle challenges together, and analyze data across the grade level or department.

In addition to Friday afternoons, the academic calendar includes pupil-free days between each quarter to allow for longer, more in-depth professional development for teachers and staff.

Professional Development activities will be led by administrators, grade level chairs, veteran teachers and/or outside consultants.

Individual teacher performance support will begin with regular informal classroom visits by the Principal or other administrators and include bi-annual formal observations with follow-up meetings and evaluations that provide opportunities for staff to reflect critically on their own practice. Teachers will also observe each other, collaborating both at grade level and across grade levels. Cross grade level curriculum development will help build continuity of academic content, school-wide behavioral standards, academic vocabulary and performance expectations. Teachers will share lesson plans, instructional materials, booklists, Internet resources, and behavior charts for individual reinforcement of positive behavior goals.

Job Descriptions and Qualifications

Legacy College Prep seeks to hire staff with a commitment to the mission and vision of the school. Legacy College Prep selects a group of professionals that shares the educational philosophy of the Charter School and is committed to the education of all children. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students.

CMO Staff

Chief Executive Officer (CEO)

The CEO will report directly to the Board of Directors and the responsibilities include management of all areas of the Charter School from academic achievement to personnel management and financial oversight.

- Develop and execute vision.
 - Work with the board, key funders and partners, the leadership team, staff and community to develop a strategic vision and implementation plan to accomplish it.
 - Set clear academic, growth, operational, and financial goals and manage to them; adapt as necessary given changes in internal and external environment.
- Build and manage a high-performing leadership team that delivers transformational educational outcomes for students.
 - Build and support a cohesive culture that reflects Ednovate's core values and leads to a unified network identity. Support collaborative learning across schools to promote scalability of best practices (including curriculum and instruction) and provide supports to drive academic achievement and character development.
 - Introduce consistent accountability systems to ensure progress toward shared goals. Promote transparent decision-making processes and embrace distributive leadership principles over time.
- Build the short and long-term organizational capacity and brand required for excellence, sustainability, and growth.
 - Ensure that the network has a viable long-term financial plan and a diversified and sustainable funding base. Manage development efforts to meet ambitious annual goals by identifying, cultivating, and soliciting public, individual and foundation sources of giving. In particular, ensure that schools are maximizing all public revenue sources.
 - Elevate the network's reputation as a great place to work
- Engage key constituents to build strategic support for Ednovate.
 - Develop a strong, engaged, and active board in close partnership with the board chair.
 - Build coalitions, relationships, and partnerships with key stakeholders in support of the organization's mission and goals. This group of stakeholders likely includes the local school district, charter authorizer, parents, donors, community members, and leaders of community and political organizations.

Qualifications

- Minimum five years of experience as a senior leader in a charter school or in an educational organization
- Experience in leading an organization through strategic planning
- Experience in building and/or managing a complex organization or enterprise (e.g., a high-performing school or network of schools, a successful non-profit or for-profit organization) in a fast paced, high growth environment
- Experience in leading, motivating and developing diverse, high-performing teams and culturally healthy organizations
- Experience developing productive relationships with internal and external stakeholders, including funders and other partners
- Entrepreneurial, positive problem-solving, ability to see opportunity in challenges
- Bachelor's degree required; advanced degree preferred

Chief of Staff (CS)

The Chief of Staff will report directly to the CEO. Ednovate's Chief of Staff (CS) plays an integral role in the organization and works closely with senior leaders to drive the creation of an annual plan leading to the success of our strategic plan goals. Additionally, the Chief of Staff works with the CEO in the overall day-to-day management of the board and senior leaders, creating a healthy culture for Ednovate's Support Team. Finally, the Chief of Staff will work with the CEO in all aspects of running and representing the organization both internally and externally.

Responsibilities:

- Annual Strategic Plan - Plan and execute a process to engage all key stakeholders in an annual strategic planning process
 - Annual and Strategic Plan Project Management - Work with leaders of each strategic plan goal to create an annual plan to achieve goal. Combine all goals to create one master annual plan for organizational leadership, including dashboard(s) for monitoring progress towards goals and quarterly business reviews.
 - Strategic Confidant for CEO - Push CEO on strategic thinking for organization, prepare CEO direct reports for 1:1s, ensuring strategic planning and thinking ahead of time.
- Senior Leaders Collaboration
 - Successfully Lead Key Leadership Meetings - Run morning check ins, tactical, strategic and offsite meetings for senior leaders. Set cadence and agendas for daily, weekly, monthly, quarterly meetings.
 - Maintain "More Like Family" environment with Senior Leaders and Support Team- Lead support team cultural aspects to ensure development of healthy team through leading regular team events
- CEO communications to organization - Create regular email and in person communications and schedule for CEO to ensure connection to all staff and needs of organization aligned with annual calendar and tied to annual goals.
- Board relations and communications- Be primary point of contact for board members, prepare and run board meetings, with help of development team. Set annual calendar for board meetings to review metrics aligned with strategic plan goals.
- People Management - Successfully directly manage 1-3 direct reports to successfully meet strategic plan goals

Qualifications

- Bachelor's Degree Required, Master's in Business Administration, Educational Leadership or similar field of study strongly preferred
- Leadership development and management of successful teams
- Sound knowledge and practice of organizational development
- Ability to make hard decisions rooted in vision, values, best practice, and stakeholder input
- Ability to develop strategic plans, and empower others to achieve them
- Highly flexible and comfortable with change, growth, and possibility
- Skilled collaborator, communicator, and relationship-builder
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Excellent interpersonal, verbal, and written communication skills
- Relentless results-orientation
- Belief that all Ednovate students will succeed in college and make a Positive Multigenerational Change
- Unwavering determination to do whatever it takes to help our students succeed

Chief Operating Officer (COO)

The Chief Operating Officer will report directly to the CEO. The Chief Operating Officer (COO) provides strategic leadership and planning for the operations function and oversee all operations activities

including: facility acquisition and management; information technology; internal financial processes; human resources and vendor management

Responsibilities:

- Operations Duties
 - Manage Operations Department and external contractors
 - Ensure Direct reports mediate and manage school-related conflicts
 - Establish budgets and plans to ensure that school meets its financial commitments to its scholars, staff, and community
- Finance Duties:
 - Oversee the management and allocation the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize scholar achievement
 - Oversee internal financial systems for accounts payable/receivable, weekly deposits, and expense reports
- Strategy:
 - Develop strategic systems to be used across our network of schools, in the following areas: facilities, lottery/enrollment, attendance, reporting, vendor management, inventory, procurement, and internal controls
 - Collaborate internally on special projects and provide leadership and strategic insight on cross- functional teams
- Facilities:
 - Manage the process of securing and maintaining facilities
 - Coordinate business insurance and maintain best practices for risk management and safety

Qualifications

- Bachelor's Degree Required, Master's in Business Administration, Educational Leadership or similar field of study strongly preferred
- Previous leadership development and management of operational, finance and facilities leaders and teams
- Sound knowledge and practice of organizational development
- Deep knowledge of operational systems, financial systems and facilities acquisition
- Skilled collaborator, communicator, and relationship-builder
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Excellent interpersonal, verbal, and written communication skills

Chief Academic Officer (CAO)

The Chief Academic Officer (CAO) will report directly to the CEO and will drive the organization to national leading academic outcomes by refining Ednovate's academic model, by ensuring alignment and effectiveness of assessments, and leading curriculum, data analysis, coaching, academic supports, compliance and more.

Responsibilities:

- Academic Systems Building
 - Define the academic bar for Ednovate and create assessments to measure that bar.
 - Lead data and performance analysis.
 - Drive compliance and policy.
 - Create an instructional/curricular vision with materials that keep the organization on the cutting edge.
- Teaching and Learning
 - Obtain top quartile academic outcomes and >80% success on ACRIs (Annual College Readiness Indicators) by managing the academic team to create instructional language, to build a strong culture of best practice sharing and to coach of instructional leaders in the organization.

- Special Education Supports
 - Manage student supports to ensure 100% compliance and support of students with special needs and ELLs.
- Data Strategy
 - Manage data team to analyze academic performance of network, schools and teachers to find bright spots and areas of opportunity.
 - Create data reports that drive performance across whole organization.
- Academic Compliance
 - Manage team to ensure 100% compliance with authorizers and regulatory agencies.
- Testing and PD logistics
 - Manage the academic operations team to ensure that >90% of staff feel supported and that their time was well spent during school testing days and network professional development days.
- College and Alumni
 - Manage the College & Alumni team to create and execute a strategy to ensure that 100% of students complete college or are on a stable career path.

Qualifications

- Bachelor's Degree Required, Master's in Education, Educational Leadership or similar field of study strongly preferred
- Previous leadership development and management of instructional leaders and teams
- Previous experience developing academic priorities and strategic plans, and empowering others to achieve them
- Deep knowledge of learner-driven, mastery-based and personalized learning & teaching
- Skilled collaborator, communicator, and relationship-builder
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Excellent interpersonal, verbal, and written communication skills

Chief of Schools (COS)

The Chief of Schools will report directly to the CEO and will manage the principals as well as the leadership work across the organization.

The Chief of Schools has the following primary responsibilities:

- Supervise and support school leaders
 - Developing the ability of principals and their instructional leadership teams to develop, implement and monitor a strategic plan that helps meet student achievement goals. This includes assisting principals and their teams in engaging in root cause analyses, developing theories of action and building coherent multi-year strategies.
 - Support principals' development and implementation of their strategic plan including the change management process needed to implement transformation initiatives at the school-level.
 - Working with school leaders to closely monitor school improvement through a cycle of continuous improvement and sound management practices.
- Leadership Building:
 - Assessing the leadership capacity of each principal and their leadership teams (including teacher leaders and Assistant Principals) and developing a leadership plan for each leader
 - Providing frequent, actionable feedback to assist principals and their leadership teams in improving in their leadership practice and achieve better results.
 - Assess principal quality within the network and effectively plan for, facilitate and/or execute school leadership transitions as needed (including succession planning), in

consultation and partnership with the Office of Network Support, Department of Principal Quality and Talent Office.

- Identify, recruit and engage in the selection of new principals able to successfully lead school improvement efforts.
- Principal Community:
 - Develop a high-performing community of principals who leverage one another's strengths and support one another in achieving shared goals

Qualifications

- Bachelor's Degree Required, Master's in Education, Educational Leadership or similar field of study strongly preferred
- Previous experience as a school leader at a high performing high school
- Demonstrated success in managing and leadership development
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Strong project management skills
- Excellent interpersonal, verbal, and written communication skills

Director of HR

The Director of HR will report to the Chief of Staff and will lead the people work across our organization.

Responsibilities:

- HR Management:
 - Ensure Benefits and Payroll administered in timely and efficient manner
 - Ensure compliance
 - Ensure compliance with federal, state, Charter and local workplace regulations. Remain current with changes. Work with employment law attorneys as needed.
 - Ensure that personnel policies and the company handbook reflect adherence to statutory and mandatory requirements, as well as reflect the organization's culture and values. Update in a timely manner.
 - Oversee personnel record keeping and data tracking, and background checking related to new hires, employee reviews, promotions, complaints, separations, benefits, worker's compensation claims, credentialing, and exit interviews. Serves as Custodian of Records for the Organization.
- Onboarding and Offboarding:
 - Oversee onboarding/HR orientation for new employees
 - Ensure smooth and efficient implementation of processes throughout the employee life cycle at Ednovate (onboarding, offboarding, benefits administration, payroll, etc.).

Qualifications

- Bachelor's Degree Required
- Demonstrated success in executing talent and recruitment strategies
- Deep understanding of HR and Employee Relations Practices
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Strong project management skills
- Excellent interpersonal, verbal, and written communication skills
- Knowledge of public education and charter schools preferred, but not required

Director of Family Engagement and Strategy

The Director of Family Engagement and Strategy will report to the Chief of Staff and will lead the people student recruitment and parent engagement strategy for the organization.

Responsibilities:

Family Engagement

- Lead the development and execution of school-level capacity building to increase family engagement as a strategy to support school transformation.
- Serve as a family engagement coach/liaison for the network of K-12 Partnership schools.
- Develop and lead a series of professional development trainings for Family Engagement team, and other multi-stakeholder groups around family engagement.
- Coach school leaders, including Family Action Team Leads, in working with their school teams to develop and implement their school's strategic plan for family engagement.
- Develop and lead the parent capacity building strategy across the network
- Create and execute network family engagement events for all five schools to promote a college-going culture
- Manage the parent/family federal and district involvement policy

Student Recruitment

- Lead the student recruitment process from the application period through the enrollment process
- Develop and oversee the network student recruitment strategy to enroll and retain our 9th grade students
- Community Engagement
- Implement Strategy for community engagement at the different school sites to ensure our schools are culturally responsive
- Build community partnerships to expand community engagement opportunities for students and families

Qualifications

- Bachelor's Degree Required
- Demonstrated success in community and family engagement
- Deep understanding of community context and ability to quickly learn community context
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- A process-oriented thinker with strong organizational skills and attention to detail
- Strong project management skills
- Excellent interpersonal, verbal, and written communication skills
- Knowledge of public education and charter schools preferred, but not required

Director of Development

The Director of Development will build the vision for how Ednovate engages with our partners, key stakeholders and funders. The position will be responsible for driving outcomes related to fundraising, media and communications, government relations, and stakeholder management.

Responsibilities:

- Internal/External Relations
 - Develop Marketing and Communications program, including media relationships, branding, website, public relations, social media and all external and internal collateral materials.
 - Manage the external representation and image of Ednovate.
 - Oversee advertising agency relationship to support student enrollment, staff recruitment and donor cultivation efforts.
 - Represent Ednovate at various community, education and partner events.
 - Stay on top of local, state and national education policy issues.
- Development
 - Create and execute a \$40MM capital campaign strategy and successfully fulfill by 2023.
 - Create and execute a \$22MM operational campaign strategy and successfully fulfill by 2023.

- Monitor progress toward fundraising goals for all campaigns and share regular updates with key stakeholders.
- Research and apply for relevant grant opportunities.
- Expand donors through research, networking opportunities, relationship building and outreach.
- Board Development
 - Develop and manage board to meet fundraising and external engagement goals while supporting healthy governance of Ednovate.

Qualifications

- Bachelor's Degree Required
- Demonstrated success in executing fundraising strategies
- Previous experience managing Governing Board and establishing relationships with external stakeholders
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- A process-oriented thinker with strong organizational skills and attention to detail
- Strong project management skills
- Excellent interpersonal, verbal, and written communication skills
- Knowledge of public education and charter schools preferred, but not required.

School Site Staff

Principal

The Principal will report directly to the Chief of Schools. The Principal will be responsible for promoting the school's mission and vision through all aspects of the school's operations, including:

1. Student Performance

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

2. Organizational Leadership

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

3. Instructional Leadership

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

4. Operational Leadership

- Develop a budget that meets targeted requirements and utilize appropriate financial controls and monitoring to stay within budget
- Oversee management of Charter School records and resources as necessary
- Participate in fundraising activities as needed to ensure adequate resources for the Charter School and organization
- Ensure compliance with funding sources, the State of California, The Federal Government, the County of Los Angeles and the Los Angeles Unified School District

5. Personnel

- Recruit, select, and hire Charter School staff, including teachers and school-based support staff
- Continually monitor progress on all measures of Charter School and staff performance
- Administer personnel policies and procedures
- Ensure legal hiring and termination procedures
- Oversee any and all disciplinary actions
- Provide for adequate supervision, training, and evaluation of all staff and volunteers
- Communicate the vision that supports the school's goals and values
- Create an effective team of people jointly responsible for the attainment of Charter School goals and committed to achieving excellence

Qualifications

- Valid teaching or administrative credential preferred but not required
- Master's degree in a related field preferred
- Successful leadership experience in a Charter School setting required
- Successful teaching experience required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of Ednovate

Assistant Principal

The Assistant Principal will be selected by the Principal.

At the discretion of the Principal, the Assistant Principal's responsibilities may include:

- Serve on the Administrative Team of Legacy College Prep as a Charter School leader, advisor, and thought partner to the Principal
- Contribute to the development of Legacy College Prep's strategic goals and objectives as well as the overall management of the school
- Oversee, direct, and organize the work of selected instructional and non-instructional staff members
- Coach and support Legacy College Prep teachers
- Create the Charter School schedule and schedule students into classes
- Co-lead professional development along with the Principal

Qualifications

- Valid teaching or administrative credential preferred but not required
- Master's degree in a related field preferred
- Successful classroom teaching experience in a Charter School setting required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of Ednovate

Teachers

Teachers will be selected by the Principal. Selection of teachers will be based on their skill with student-centric pedagogy, references, their degree of subject matter expertise, and their ability to demonstrate exceptional classroom practice. Teachers will be well-qualified.

At the discretion of the Principal, teachers' job responsibilities may include:

- Ensure mastery in subject area for all learners
- Develop and implement a rigorous, high-quality curriculum that is aligned with the standards
- Provide continual assessment of student progress and maintaining records
- Continually evaluate instructional performance to meet the needs of the students
- Provide an effective environment that reflects and facilitates the academic program
- Deliver socio-emotional curriculum to students in advisory settings
- Routinely utilize instructional technology and optimize its instructional value
- Initiate and maintain open communication with parents and community members
- Maintain regular, punctual attendance.

Qualifications

- Valid Commission on Teacher Credentialing Certificate (in subject area)
- Three or more years of prior teaching experience as a full-time teacher strongly preferred
- Strong classroom management skills
- Bilingual/Spanish skills preferred
- Authorization to teach English Learners
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet, digital media
- In-depth understanding of and commitment to the Charter School's vision and mission.

Legacy College Prep will employ highly qualified teachers, both in terms of ESSA as well as formal training and experience. In addition to possessing a current California Teacher Credential, teachers will hold specialized certifications or the equivalent training toward the Bilingual Cross-cultural Language and Academic Development (BCLAD) and Cross-cultural Language and Academic Development (CLAD) to work with English learners as required by federal and state requirements monitored by the California Commission on Teacher Credentialing.

Legacy College Prep will adhere to all requirements outlined by ESSA and other applicable federal and state laws with respect to teachers and paraprofessional employees at public charter schools. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, social studies, foreign language and visual and performing arts) and Special Education will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public Charter School would be required to hold. Legacy College Prep does not plan to hire teachers with emergency permits.

Social Worker

The Social Worker will work directly with students as well as with staff to ensure that students' social-emotional needs are met at Legacy College Prep.

At the discretion of the Principal, the Counselor's responsibilities may include:

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

Qualifications

- Valid PPS credential
- Two or more years of prior counseling experience strongly preferred
- Bilingual/Spanish skills preferred
- Proficiency with technology
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- In-depth understanding of and commitment to the School's vision and mission.

Other Certificated Staff

Legacy College Prep contracts with a substitute teacher staffing agency for substitute teachers. Legacy College Prep will only contract with qualified substitute teachers who meet the CA state requirements for substitute teachers. Legacy College Prep shall ensure that substitute teachers will undergo criminal background check before being utilized as substitutes.

Classified Staff

Classified staff and other personnel will be hired by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Please see below for job descriptions for classified staff members.

Operations Manager

The Operations Manager will support the day-to-day financial and operational activities of Legacy College Prep. S/he will have a significant role in creating, refining and implementing policies and systems while upholding the values of the school. The Operations Manager will report to the Principal.

At the discretion of the Principal, the Operations Manager's responsibilities may include:

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

Qualifications

- BA required
- Minimum of 2 years of professional experience required
- Spanish language skills preferred
- Prior Charter School or non-profit experience preferred
- Excellent organizational, planning, and implementation skills
- Excellent written and verbal communication skills.
- Ability to multi-task, adapt to changing priorities and meet deadlines
- Highly detail-focused and results-oriented
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students

- Highly proficient in Microsoft Excel, PowerPoint, and Word
- Demonstrated initiative, leadership, and tenacity
- Strong commitment and passion for Legacy College Prep's mission and values.

Parent & Student Engagement Coordinator

The Parent & Student Engagement Coordinator will coordinate family engagement and recruitment efforts. They will oversee events and programming to engage families in our school community. This includes actively recruiting students, managing Admission Information Sessions and serving as a representative at high school fairs. This also includes holding meetings and workshops involving caregivers as well as helping to manage family volunteers.

At the discretion of the Principal, the Parent & Student Coordinator's responsibilities may include:

- Oversee events and programming to engage families
- Lead the Coffee with the Principal, Parent Workshops, PAC and School Site Council
- Recruit Students and serve as representative at high school fairs
- Manage Admission Information Sessions
- Manage and recruit family volunteers
- Provide written and verbal translations as needed;
- Other duties as assigned.

Qualifications

- Oral and written proficiency in Spanish required
- AA preferred
- Prior Charter School administrative experience required
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to Legacy College Prep

Office Assistant

The Office Assistant will provide frontline customer service to students, families, and staff in Legacy College Prep's front office. S/he will report to the Operations Manager.

At the discretion of the Principal, the Office Assistant's responsibilities may include:

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

Qualifications

- Oral and written proficiency in Spanish required
- AA preferred
- Prior Charter School administrative experience preferred
- Strong proficiency with the Microsoft Office suite

- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to Legacy College Prep

Dean of Student Culture

The Dean of Student Culture ensures that the Charter School environment is safe and secure for optimal student learning. S/he reports to the Assistant Principal.

At the discretion of the Principal, the Dean of Student Culture's responsibilities may include:

- Maintain a safe, secure learning environment for all students
- Provide high visibility through the Charter School to act as a deterrent to unsafe or poor behavior
- Enforce safe Charter School policies regarding weapons, tobacco, illegal substances, and dress code
- Support classroom teachers in creating a positive classroom environment and resolving behavioral issues that impede learning
- Manage the school's rewards and consequences systems, such as detentions and merit raffles
- Discuss and mediate infractions with students, provide written reports of unacceptable behavior/incidents to administrators, and assist with assignment of disciplinary measures as necessary
- Intervene in verbal and physical encounters among the students and diffuse hostile situations
- Report unsafe conditions and potential health and safety hazards to administrators
- Assist administrators, staff, and students during crisis situations including fire drills, lockdowns, bomb threats, and earthquake drills

Qualifications

- BA preferred; high school diploma or equivalent required
- Prior school culture experience required
- Demonstrated success working with students in educationally underserved communities
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to Legacy College Prep

Culture Team Member

The Culture Team Member ensures that the Charter School environment is safe and secure for optimal student learning. S/he reports to the Dean of Culture.

At the discretion of the Principal, the Culture Team Member's responsibilities may include:

- Monitor student behavior and hold students accountable according to our Student Code of Conduct.
- Issue merits and demerits according to behaviors we encourage and misbehaviors we discourage.
- Monitoring detention, lunch, dismissal, after school hours, bathroom/PE transitions, hallway transitions, and special events.
- Take initiative around forming positive relationships with students, mentoring them toward responsible adulthood.
- Help with office coverage, clerical tasks, and special projects. This position will require strong adaptability and flexibility around the various tasks asked of them.

Qualifications

- BA preferred; high school diploma or equivalent required
- Spanish fluency is preferred
- Prior school culture experience required

- Demonstrated success working with students in educationally underserved communities
- Can maintain a disciplined classroom
- Is committed to our Caring and Accountable Culture System
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to Legacy College Prep

Special Education Student Aide

The Special Education Student Aide will support and give one-to-one assistance to a student with learning differences and support the Special Education department with various needs.

At the discretion of the Principal the Special Education Student Aide's responsibilities may include:

- Serving as the primary one-to-one support for a student with learning differences and supporting the Special Education department as needed.
- Adapt classroom activities, assignments, and/or materials under the direction of the general education and special education teachers to provide access to class activities.
- Responsible for appropriately managing student behavior, implementing a behavior support plan and behavior strategies as needed.
- Confer with teacher(s) on a regular basis to assist in evaluation of student progress and/or implementation of IEP goals and objectives and assist with student assessments as appropriate.
- Participate in IEP Meetings, maintain documentation, records and reports

Qualifications:

- Prior school experience supporting students with special needs is highly preferred
- Strong proficiency with the Microsoft Office suite and Google Apps
- Excellent communication skills, both oral and written
- Ability to communicate and interact effectively with multiple constituencies
- A collaborative team player who enjoys working with other adults and engages in healthy conflict to get the best results for students
- Comfortable with a high degree of transparency around results and accountability for results
- Enjoys having autonomy, flexibility and accountability
- Reflective, resourceful and persistent, constantly seeking to improve upon results
- Unquestioned integrity and commitment to Legacy College Prep

College Counselor

The College Counselor will have two primary functions: guiding students in their college search and application process, and teaching lessons to students, in order to achieve 100% college acceptance; additionally, the college counselor will work closely with our instructional and advisory teams to engage their support in the college process.

At the discretion of the Principal, the College Counselor's responsibilities may include:

- Meet individually with all students to support their college application process
- Support students through the financial aid processes
- Accountability towards college acceptance - with 100% of students being accepted to a four-year university.
- Teach students around topics in the college search, application and financial aid processes.
- Through college readiness course, teach students about aspects of college life, preparing for autonomy and accessing resources on a college
- Active participant and accountable team member to our 11th (and eventually 12th) grade team(s).

Qualifications

- Passionate about increasing the college attainment rate in low-income communities
- Certain that all students can go to college
- Entrepreneurial and enjoys having autonomy, flexibility and accountability
- A collaborative team player who works well with other adults and engages in healthy conflict to get the best results for students
- Resourceful and persistent, constantly seeking to improve upon results
- Someone who strives to be the best at what they do and has fun along the way
- Committed to personalizing learning for each student and willing to learn with us as we innovate in our use of space, time, the role of teachers, and technology
- Comfortable with a high degree of transparency around results and accountability for results
- Supportive of our warm/strict discipline model and effective in maintaining a consistent, disciplined classroom
- A graduate of a four-year university

Alumni Coordinator

The Alumni Coordinator's primary responsibility is to provide support and guidance to graduating seniors as they pursue their postsecondary goals. The Alumni Coordinator will spend time assisting graduates as they fulfill matriculation responsibilities and will be in contact with and track alumni progress in their first year after graduation, providing support as needed. When not working directly on alumni projects, the Alumni Coordinator will also work with the College Counselor to provide individual counseling to a caseload of students and parents throughout the college process.

At the discretion of the Principal, the College Counselor's responsibilities may include:

- implementing and overseeing alumni management system,
- creating and managing social media and/or email accounts to communicate with alumni
- travel for campus visits
- assisting alumni in finding the appropriate campus level resources and supports as needed,
- providing reminders of critical college and financial aid deadlines
- other duties as assigned.

Qualifications

- Passionate about increasing the college attainment rate in low-income communities
- Have an understanding of the college application and financial aid processes, with previous experience in admissions, financial aid, or college counseling
- Certain that all students can go to college
- Entrepreneurial and enjoys having autonomy, flexibility and accountability
- A collaborative team player who works well with other adults and engages in healthy conflict to get the best results for students
- Resourceful and persistent, constantly seeking to improve upon results
- Someone who strives to be the best at what they do and has fun along the way
- Committed to personalizing learning for each student and willing to learn with us as we innovate in our use of space, time, the role of teachers, and technology
- Comfortable with a high degree of transparency around results and accountability for results
- Supportive of our warm/strict discipline model and effective in maintaining a consistent, disciplined classroom
- A graduate of a four-year university

Human Resources Policies and Procedures

Background Checks

Legacy College Prep will adhere to school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB)
- LiveScan fingerprinting and background check
- Documents establishing legal status.

Evaluations

The Principal with the assistance of the Assistant Principal will be responsible for evaluations and providing feedback on performance for all LCP employees. Managers will not wait until major evaluations but will maintain an ongoing dialogue about how each employee performs his or her work. For example, the Principal will visit classrooms and monitor online instruction regularly, for both quick “snapshot” visits and longer stays to keep in touch with teacher performance. Major evaluations will occur twice a year and will address all aspects of each employee’s job description. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances. If requested, assistance will be provided to employees in due process. Unsatisfactory performance evaluations may result in termination. The Principal will make the determination to terminate an employee.

Certificated Staff

The Ednovate Board will work with ExEd to develop and adopt a formal Performance Evaluation for Certificated Employees Policy to guide the evaluation of administrative and teaching staff; however, the fundamentals of intended evaluation procedures are outlined below.

The Principal will be evaluated by the Ednovate CEO or Board of Directors on:

- Maintaining a fiscally sound charter school including a balanced budget
- Building a successful school academic program and attaining educational goals
- Completing required job duties

Teachers will be evaluated by the Principal based on the following measures:

- Effectiveness of instruction as evidenced by student progress on the school’s assessment measures
- Effectiveness of instruction as evaluated by the Principal, through classroom visitations and other indicators of the quality of instruction
- Performance as a teammate and professional

Classified Staff

Classified staff will be evaluated by the Principal or Assistant Principal based upon completion of assigned job duties and performance as a teammate and professional.

Due Process

All staff members have the right to due process at all times. Due process rights include:

- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing if necessary
- Right to appeal before a free state arbitrator (offered to small school districts)
- Right to binding arbitration conducted by a paid arbitrator.

Grievance Procedure

If an employee has a grievance, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible

solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file.

LCP's governing Board will be ultimately responsible for ensuring all due process rights to employees of the school. The Principal will perform the first line of defense against potential due process violations by using just cause discipline and dismissal, including thorough and consistent documentation, intervention and/or support (when appropriate) and discipline with respect to employee conduct of concern.

If the good faith effort is unsuccessful, the employee should submit a written complaint to the Ednovate CEO. The CEO will set up a meeting to discuss the issue with the Principal and the concerned party within 30 days of receiving the formal complaint. The CEO shall consider all the facts and arrive at a resolution of the complaint.

If the individual is dissatisfied with the Chief Executive Officer's decision, the individual may petition the Ednovate Board of Directors in writing. The Board will not get involved until the previous steps have been completed. If the Board receives a complaint prior to the completion of the steps above, it will inform the Chief Executive Officer and provide him/her with the relevant information.

If an individual should bring an item to the Board, the Board Chair will determine if the item should be (1) discussed at an upcoming Board meeting, (2) discussed by an ad hoc committee, or (3) followed up by Chief Executive Officer with the school principal or another school support team member. If the item is to be discussed at the next Board meeting it will be placed on the agenda and appropriately noticed.

An Ednovate team member will be appointed to follow-up with the individual(s) regarding his or her complaint after it is discussed with the broader Board (or ad hoc committee of the Board). Follow-up is generally by phone and within 48 hours after a decision is made by the Board (or Board ad hoc committee). If the item is to be addressed by the Chief Executive Officer or school principal, an Ednovate team member will follow up within 48 hours after a decision is made. The Ednovate team member will also follow up with the Board.

If the decision is made by an ad hoc committee rather than the full board, and the complainant is dissatisfied with the committee's decision, the complainant may petition the Board in writing within 30 days of the committee's written resolution described above. The Board will review the complaint and evaluate whether the Principal appropriately implemented the school's policies as written in its charter and student handbook. The Board will send written confirmation of the resolution to the complainant prior to the next Board meeting. The Board's decision will be final.

If the grievance is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

ELEMENT 6 – HEALTH AND SAFETY

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in §44237.” Ed. Code §47605 9b(5)(F)

Health, Safety and Emergency Plan

Legacy College Prep shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. Legacy College Prep shall ensure that staff receives annual training on LCP’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. LCP shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon County request. A full draft of safety procedures will be provided to the Orange County Department of Education for review at least 30 days prior to operation. At a minimum, the Policy will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Mantoux Tuberculosis (TB) tests
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that has a valid certificate of occupancy. Periodic inspections shall be undertaken, as necessary, to ensure such applicable safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the School to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- A policy that details pest management at the school that is consistent with the Healthy Schools Act (Ed Code §17608).

Family Educational Rights and Privacy Act (FERPA)

Legacy College Prep, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times. In accordance with the law, the school will notify parents/guardians and eligible students annually of the rights afforded to them under FERPA.

Criminal Background Checks and Fingerprinting

As required in Education Code § 44237 and 45125.1, LCP shall require all employees of LCP, all volunteers who will be performing services that are not under the direct supervision of a LCP employee,

and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. LCP shall maintain on file and available for inspection evidence that LCP has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. LCP shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. The person responsible for coordinating human resources for the Ednovate network will monitor fingerprinting and background checks.

Immunization and Health Screening Requirements

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

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

The health and safety of Legacy College Prep staff and pupils is a high priority for the school. LCP will follow all required safety regulations including emergency policies and procedures. LCP will also comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the EPA. LCP will operate as a drug, alcohol, and tobacco free workplace. Among the many health and safety laws that need to be followed by LCP is the Healthy Schools Act which details pest management requirements for schools.

Emergency Situations

The school will finalize and maintain a comprehensive Safe School Plan that is tailored to its facility. The Safe School Plan shall be in place before school starts and will specifically address and finalize policies and procedures related to emergencies, including fire, earthquake, bomb threat, and other evacuation procedures. LCP will practice schoolwide drills as required by law.

Staff Responsibilities

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

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

On an as-needed basis LCP may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines; strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Child Abuse Reporting

LCP will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. LCP staff must report to the proper authorities if they reasonably suspect the following occurring to a student:

- sexual assault
- neglect
- willful cruelty or unjustifiable punishment
- cruel or inhuman corporal punishment or injury
- abuse in out-of-home care
- physical abuse

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The Principal will work with all faculty and staff members to make sure that staff understands and is able to implement the appropriate steps to be taken if a child abuse situation occurs. All faculty and staff will understand that they are mandatory child abuse reporters and it is their duty and responsibility to report any reasonable suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident

LCP staff will immediately notify the proper authorities. Further the reporting party shall complete a written report of the situation. The reporting person will be responsible for providing all the necessary information and child abuse reports to the authorities since s/he will be most knowledgeable of the situation.

Should it be necessary to remove the child from school based on Social Services Agency’s or law enforcement’s statement of exigent circumstances, LCP staff will obtain the contact information of the agency person removing the child. This information will place in the student’s record and be available to the parent/ guardian.

Medication in School

LCP will adhere to Education Code Section 49423 regarding administration of medication in school. LCP will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Suicide Prevention Policy

LCP shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

LCP will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

LCP will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the District. Outreach activities are conducted in and around the community the Charter School intends to serve. LCP conducts information meetings prior to the opening of each school year to inform interested parents and students on what the Charter School has to offer. Outreach meetings are held in several locations of the target area in order to ensure all students in the area have an opportunity to attend the school. The Charter School holds multiple admissions information sessions for families to learn more about the school.

Starting in August of each year and running through the end of January, LCP—supported by CMO staff—works with local organizations, such as neighborhood churches, after Charter School programs, community groups, park and recreation departments, and small businesses, to generate interest in the school’s mission and connect with prospective families.

The Charter School plans to leverage parent ambassadors to spread the word to families in the community as well.

The Charter School develops promotional and informational materials (i.e. a Charter School brochure, flyers, a website, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic groups represented in the District. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and interest groups represented in the district. Materials in Spanish and English will be distributed in order to reach the limited English proficient populations that exist in the area. LCP will translate materials into other languages as needed.

LCP maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation efforts the Charter School has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. On an annual basis, the Charter School will self-evaluate its process and make adjustments accordingly.

ELEMENT 8 - ADMISSION POLICIES AND PROCEDURES

*“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).”
Ed. Code § 47605 (b)(5)(H)*

Legacy College Prep will be a free public school open to any resident of the state of California.

General Assurances

Legacy College Prep will not charge tuition.

Legacy College Prep will be nonsectarian in its programs, admission policies, employment practices and all other operations.

Legacy College Prep will not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and will comply with minimum age requirements for public school attendance. Cal. Education Code § 47610(c).

Legacy College Prep shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Legacy College Prep and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

ADMISSIONS REQUIREMENTS

Legacy College Prep is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) other than minimum age requirements as dictated by federal and state laws. Enrollment to the school will be open to any resident of the State of California. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law. Legacy College Prep shall not require a parent/guardian or student to provide information regarding immigration status for admission or enrollment.

Legacy College Prep will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Legacy College Prep is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, immigration status, academic achievement, special education needs or other “risk factors.” If the number of scholars who wish to attend the school exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

Student Recruitment

LCP will actively recruit students within the community it serves. Recruitment materials will be bilingual English/Spanish to communicate the mission and educational program of Ednovate. Marketing materials will be delivered to homes, businesses and service organizations in the targeted community that include school information, including the school website and phone number for additional information. Information sessions at local community centers and after school programs ensure parents residing in the targeted neighborhood are informed about LCP. Given our target community’s demographics, our outreach efforts inherently encompass socioeconomically disadvantaged students, along with those with a history of low academic performance or SpEd, EL and other students with special needs. Ednovate is designed to meet these students’ needs.

McKinney-Vento Homeless Assistance Act

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

Non-Discrimination

Legacy College Prep 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. The 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.

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

Public Random Drawing

The open enrollment timeline period commences September 1st of the preceding school year, with interested families notified to submit a Lottery Application form by the last school day of January. Families interested in enrolling a student will submit a Lottery Application Form in hard-copy or on the Charter School's website. Any family submitting a Lottery Application Form to Legacy College Prep will be informed on the Form itself and at information sessions of the school's admissions procedures and information about when the applications must be submitted in order to be included in the public lottery. Lottery procedures will be communicated on the Lottery Application Form and explained publicly at the lottery. The lottery application period will end at 5:00pm on the last school day in January. At that time, if there are more Lottery Application Forms than seats available, a lottery date will be set for the month of February. All Lottery Application Forms submitted within the open application period will be entered into the lottery.

The following categories of students will be exempted from the lottery:

- Currently enrolled students;

Preference in the lottery will be given to the following categories of students:

- Siblings of students admitted to or attending the Charter School (defined as one of two or more individuals having one or both parents in common; a brother or sister) whose address of residence lies within the published boundaries of the District at a weight of 1000:1; and
- Children of Ednovate employees (defined as regular employees who are employed full- or part-time with an expectation of ongoing employment with the organization; not temporary or seasonal), whose address of residence lies within the published boundaries of the District, as long as this number does not exceed 5% of all interest forms at a weight of 1000:1; and
- All other students whose address of residence lies within the published boundaries of the District at a weight of 2:1

To better enable interested parties to attend, the drawing will be held on a weekday evening on the campus of LCP. Families who submitted an interest form during the lottery interest period will receive information about the date, time, and location of the lottery before the event.

The lottery will typically be held on a school day in the second week of February. Actual dates will be determined on an annual basis and advertised in advance. During the lottery, a disinterested independent third party will draw students' names. Once all available spaces are filled, the lottery process will continue and a waiting list will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. The waiting list is populated during the same lottery using the same priorities that determines admission. Students will be placed on the waiting list for each grade in the order that their names were drawn during the public lottery.

Families are encouraged to attend the lottery, but their presence is not required. All families will be notified in writing of the results of the lottery within one week of the lottery date. The notification will indicate whether the child was accepted or waitlisted, and if waitlisted, the number of the seat the child occupies on the waiting list. Within two weeks following the lottery, students who are offered spots are notified via email or text (depending on their choice selected on the lottery application) and are asked by the Family Engagement Coordinator to complete an Enrollment Packet within two weeks to secure their spot. School staff are available to assist families in completing this paperwork if needed. Scholars who are on the wait list are notified of their status via email or text (depending on their choice selected on the lottery application).

Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Openings that occur during the school year are filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families are contacted by the Family Engagement Coordinator in the order of the wait list and are given 48 hours to decide whether or not to verbally accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) are readily available in the school's main office for inspection upon request. Each applicant's admissions application is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

ELEMENT 9: FINANCIAL AUDITS

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

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Legacy College Prep to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. The Board of Directors will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other criteria as specified in the RFP. Ednovate's annual budget includes funds for annual financial audits. LCP will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. Records will be kept in accordance with generally accepted accounting principles.

The Audit Committee of the Governing Board will be responsible for assisting the Board in choosing an independent auditor, negotiating the auditor's compensation, conferring with the auditor regarding the organization's financial affairs, and reviewing the audit. The full Board of Directors is ultimately accountable for approving the audit.

Legacy College Prep will develop and maintain sound internal fiscal control policies governing all financial activities. The Ednovate Board of Directors has in place a Financial Policies and Procedures handbook. Working in partnership with the back office service provider, the Ednovate network support team will develop necessary controls and reporting systems and train school staff, including the Operations Manager, on those systems. The network support team will work closely with school operations staff and with the back office service provider to gather and prepare information for all jurisdictional and financial reporting requirements, and as requested by the auditor.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The Certified Public Accountant will be from the directory issued by the State Controller's office. These audits shall employ generally accepted accounting principles and the audit guide issued by the Controller of the State of California. Audit exceptions and deficiencies shall be resolved by the CEO/ Principal and Operations Manager, along with the Audit Committee and the business management partner, in conference with the auditor. They will be reported to the Board of Directors with recommendations and timelines for how to resolve them. LCP agrees to create a plan for resolving outstanding issues from the audit prior to the completion of the auditor's final report. The Board will submit a report to OCDE describing how the exceptions or deficiencies have been or will be resolved, as well as the anticipated timelines for resolution. The annual audit will be completed and forwarded to OCDE, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

Legacy College Prep shall promptly respond to all inquiries and requests for documents from OCDE and shall consult with OCDE regarding any inquiries. All legally required financial reports will be submitted to OCDE in the format required by OCDE and within timelines specified by OCDE each year. In addition, LCP will provide any financial information needed by OCDE to assess the fiscal condition of the charter school.

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(l) as it is amended from time to time and in accordance with applicable provisions with the California Code of Regulations and Audit Guide.

Fiscal Matters

Cash Reserves

Legacy College Prep acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

Audit and Inspection of Records

Legacy College Prep agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Legacy College Prep is subject to County oversight.
- The Orange County Department of Education's statutory oversight responsibility continues throughout the life of the Charter and requires that the County, among other things, monitor the fiscal condition of Legacy College Prep.
- The County is authorized to revoke this Charter for, among other reasons, the failure of Legacy College Prep to meet generally accepted accounting principles or if Legacy College Prep engages in fiscal mismanagement.

Accordingly, the County hereby reserves the right, pursuant to its oversight responsibility, to audit Legacy College Prep books, records, data, processes and procedures through the County 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 Legacy College Prep 's financial information,
- Legacy College Prep's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Legacy College Prep's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Legacy College Prep 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 Legacy College Prep. When 30 days notice may defeat the purpose of the audit, the County may conduct the audit upon 24- hours notice.

Apportionment Eligibility for Students Over 19 Years of Age

Legacy College Prep acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

Local Control and Accountability Plan

In accordance with California Education Code §§ 47604.33 and 47606.5, Legacy College Prep 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 EC § 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." EC § 47606.5(b)

Business Management Services

Business management services, including accounting, budgeting, payroll, liability insurance, contracted services, and supervisorial oversight will be performed by Ednovate staff and school staff working in conjunction with a qualified business services provider who provides, training and support and performs tasks requested by the school. The Operations Manager, working with the school Principal, will be responsible for onsite financial management and will work with the school's designated business services provider to establish protocols and procedures for business management.

ELEMENT 10 - STUDENT DISCIPLINE

“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 his or her 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 school days 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 him or her 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 § 47065

(b)(5)(J)

Discipline Policy

A Positive Learning Environment

In order for all students to thrive at Legacy College Prep, the school’s discipline policy has been designed to provide a positive and safe learning environment throughout the building. For students to thrive in the school’s innovative self-paced learning model, the school must have a safe, consistent school culture. Academic as well as discipline expectations will be high at Legacy College Prep, and the discipline policy has been designed to give students the best chance to be prepared for college or a career and to feel safe and happy at school.

The school is committed to maintaining a supportive and safe school environment in which all stakeholders work collaboratively toward the following outcomes for our discipline plan:

- All students are able to access and engage in a high-quality, college prep curriculum.
- Students are valued as individuals and supported to take ownership of their own behaviors.
- Clear expectations for students’ academic and personal achievements are known and supported by all stakeholders.
- Instructional time is valued and maximized so students learn at optimal levels that ensure current and future successes.
- Students will grow and develop as ethical, responsible and involved citizens.

School staff members will clearly articulate the school’s discipline policy with incoming students and families at summer orientations before each school year begins, and the policy will be distributed annually to all families as part of the school’s Student Handbook.

Corporal punishment will not be used at Legacy College Prep.

Schoolwide Behavior Systems

Legacy College Prep will utilize a number of schoolwide systems on a day-to-day basis to intentionally create the type of positive culture that is conducive to learning and prevents negative behaviors.


First, LCP will use a schoolwide behavior accountability system that will make rules and consequences clear and consistent for all students and staff. The school’s rules and consequences will be clearly articulated to incoming students and families at two summer orientations and in the student and family handbook, so by the time students start school, they will be well-versed in the expectations for their behavior.

Legacy College Prep will support positive behavior changes through the use of merits. All staff members in the building will give merits any time they see positive behaviors, such as demonstrating one of the school’s mindsets, serving as an example for one’s peers, or going above and beyond expectations. Merits will be given verbally and then logged and tracked in the school’s student information system. At the end of a quarter, students will be rewarded for their merits in different ways. Students with the most merits or with specific types of merits will be publicly recognized and rewarded with prizes in front of all of their classmates; at other times, all students with a certain number of merits will enter a raffle or use their merits at the “merit store”. This is a way to constantly reinforce positive behaviors that contribute to the type of environment conducive to rigorous learning.

When students fail to demonstrate college-ready, professional behavior, they will earn one or more demerits. Demerits will serve as a progressive sequence of warnings that will empower students to self-reflect and consider how they will behave in the same situation next time. Demerits will be given respectfully and discreetly and will usually be accompanied by a moment of behavior coaching from a staff member.

Secondly, the school has a set of four mindsets-- mastery, integrity, joy, and entrepreneurialism-- that will be fundamental to a student’s experience at LCP. By developing these mindsets, students will be more likely to succeed in high school, college, and beyond. The mindsets will be interwoven into everything that takes place at the school and will be taught both explicitly and implicitly.

Table 11: Legacy College Prep Mindsets

Mindset	Behaviors We Will Teach our Students	How It Will Be Visible in our School Culture
	<ul style="list-style-type: none"> -Be honest always -Admit to errors and seek to correct them -Be polite, respectful, and friendly to students, staff, parents, and guests -Assume the best in others unless proven otherwise 	<ul style="list-style-type: none"> -Student handbook and behavior system reinforce student accountability and self-control -Classroom space allows for students to choose their working space as long as they are demonstrating academic growth

<p>Integrity: We have consistency between our values and actions.</p>	<ul style="list-style-type: none"> -Do not discuss others in a negative way or gossip about them -Take action by politely confronting disrespectful behavior 	<p>and proper behavior</p> <ul style="list-style-type: none"> -Scaffolded student ownership of technology reinforces student accountability and responsibility
 <p>Mastery: We constantly seek to improve upon our results.</p>	<ul style="list-style-type: none"> - Relentlessly pursue our goal of college graduation -Take risks to achieve even better results -Choose high quality work and fewer tasks over mediocre quality in more tasks -Follow through to make sure tasks are complete and loops are closed -Take extra time to get it right instead of rushing through tasks 	<ul style="list-style-type: none"> -Mastery-based grading develops students' internal drive to achieve mastery -Advisory Scorecard and regular goal setting conferences on the annual promotion requirements reinforce student ownership and agency toward long-term goals
 <p>Joy: We find many moments to smile during our journey towards our mission to college graduation.</p>	<ul style="list-style-type: none"> -Remember to find appropriate reasons to laugh and smile while we are doing this important work -Strive to be the best in what we do and have fun along the way -Pick each other up when it is needed -Celebrate our successes 	<ul style="list-style-type: none"> -Student-centered school design process to utilize space, time, human capital to maximize student learning and joy -Students and staff members are driven by a deeper purpose for their work and educations -Performance tasks allow students to learn about topics that ignite their curiosity
 <p>Entrepreneurialism: We use our autonomies to identify needs and create great solutions.</p>	<ul style="list-style-type: none"> -Be curious and always look for better ways to accomplish things -Don't just identify problems but also create solutions. -Work well with others as both a leader and as a team player -Never, never, never, never give up 	<ul style="list-style-type: none"> -Performance tasks allow students to creatively solve real world problems that align to interests & passions -Bi-weekly conferences to creatively problem solve while on path to college enrollment and graduation -Student-led clubs and activities allow students to develop their leadership skills and have an impact on the school

These four mindsets will not only drive the school's design and the ways in which staff members work and operate, they will also be taught explicitly to all LCP students in a variety of contexts. This will start with summer orientation before the school year even begins. At that time, students will be introduced to the mindsets. Once they begin school, they will receive direct instruction on each of the mindsets in the first quarter of the school year through lessons taught in their advisory. Students will learn about each of

the mindsets in more depth, including, for example, what they look like and sound like in a classroom setting, historical and current-day heroes who exemplify these mindsets, and how they might demonstrate these mindsets themselves and notice them in one another. These lessons will be reinforced in schoolwide Town Hall meetings when school leadership will recognize students who have gone above and beyond in demonstrating one or more of the mindsets.

Another critical element of Legacy College Prep's positive school culture will be its advisory system. All students will be assigned to an advisory, and they will stay with that same group of students and their advisor for their full four years at the school. Advisories will meet daily. In that time, advisors will either teach lessons on our four mindsets, study skills, or other habits needed for success in high school and college, or they will meet one-on-one with students to provide coaching in all of the areas in which the school will have promotion requirements (academics, behavior, attendance, community service, and fitness). Research indicates that students are more likely to be successful in school if there is at least one adult with whom they have a strong relationship, and at LCP, students will form close bonds with their advisor, as well as with the other students in their advisory. Advisories will also serve as a team or family structure within the larger school setting. LCP will hold advisory competitions, such as month-long challenges between advisories to increase their average GPA the most or earn the most merits in a given month, and advisories will be rewarded collectively for those types of accomplishments with class celebrations or other privileges.

In addition to the celebrations within the advisory setting described above, Legacy College Prep will demonstrate its mindset of Joy often through frequent celebrations and recognitions of success. Ensuring 100% college acceptance for all students will be difficult work for students and staff, and the school will be intentional about balancing that difficult work with frequent praise, recognition, and rewards when they are deserved. Beyond merit challenges and advisory competitions, the school will also recognize academic performance--both absolute performance and growth-- on a quarterly basis. Each quarter, top students in each subject area and students who demonstrate the most progress in each subject area will be rewarded publicly at a schoolwide Town Hall. Students on Honor Roll (GPA of 3.0+) and Principal's Honor Roll (4.0+) will also be recognized publicly in the school community.

Staff Development

All Legacy College Prep teachers and staff will be active participants in creating the school's strong culture and positive climate, and that will only be possible when all staff members are on the same page. That will begin with selecting staff members who will be able to consistently hold students to high expectations while also providing the right supports at the right time to ensure success for all students. Once the team is assembled each year, all staff members will participate in intensive professional development over the summer. Embedded in summer professional development will be training on how to effectively implement the school's schoolwide behavior systems. Staff members will norm around expectations for students and participate in role-plays of difficult situations that can be anticipated each year. Staff members will be taught to seek out and reward positive behaviors in students and to administer consequences respectfully and appropriately when needed. They will receive specific training in doing "bias checks" to ensure that they are treating all students fairly and not allowing their own biases about the student to impact the consequences administered.

Ongoing staff professional development will be based on what data shows about students' progress. Quarterly, the school will do a data deep dive in all key areas, including student discipline. The school's staff will do an in-depth analysis of discipline data disaggregated by subgroup. If the school's leadership notices trends, such as a disproportional rate of detentions within a certain subgroup, they would lead

the staff in identifying the cause of that trend and implementing a plan to address that concern in the upcoming quarter.

Interventions

In addition to the positive schoolwide behavior system described above, Legacy College Prep will utilize a number of behavior interventions to promote the types of behaviors that will allow our students to be successful in college and beyond and to make every effort to keep students in class. The school will have a dedicated student support team that will lead efforts to support individual students' needs and provide differentiated behavior support for students who need it. This will include identifying the students who are in the most need of behavior support and implementing behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the school will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems, such as mandatory tutoring, regular demerit reports to parents, and anti-bullying contracts. Additionally, the school employs a full-time Counselor to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

The school will explore additional partnerships that will both support students' behavior needs in school and create positive self-identities within students.

Grounds for Suspension and Expulsion

Actions taken for unacceptable student behavior will be progressive. Violations of the school's code of conduct may result in consequences such as the following: demerits (verbal warnings), parent notifications, loss of privileges (e.g., detention), parent conferences, in-school suspension, conflict mediation/resolution, and behavioral coaching. In the limited number of situations that are more serious or in which there has been a pattern of repeated violations, a student may be suspended at the discretion of the Principal and in alignment with California Education Code.

Students are expected to behave appropriately while on school grounds, while going to or coming from school, during the lunch period, and during, or while going to or coming from, a school-sponsored activity.

Legacy College Prep will update its discipline policies regularly to reflect changes in legislation related to student behavior.

No student shall be involuntarily removed by Legacy College Prep 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 right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until Legacy College Prep issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Annotated Excerpts from the Current California Education Code

§ 48900. Grounds for Suspension or Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This subdivision shall not constitute grounds for a pupil to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.

- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil 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 pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined Education Code Section 48900(r).
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
- (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
- (t) A pupil 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, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a)-(b).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Grades 4-12

48900.2 – Committed sexual harassment.

48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 – Engaged in harassment, threats, or intimidation directed against school personnel or pupils.

48900.7 – Made terroristic threats against school officials, school property or both.

The Principal shall immediately suspend and recommend expulsion when the following occur at the school site or at a school activity off campus, or any of the following reasons (E.C. 48915.1[c]) in Category I for grades 4-12:

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

The Principal has limited discretion with Category II student offences listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus unless the principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

The remaining Category III includes the following student offenses that require limited principal discretion.

The Principal may recommend expulsion when any of the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Committed sexual harassment. E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Suspension Procedures

A suspension is when a student is removed from school due to the serious nature of the inappropriate behavior for up to 5 consecutive school days. Students who have been suspended may not appear on campus nor attend any school functions (before school, after school or evening) while suspended. They may, however, enter the school to take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make up missed assignments, quizzes or tests. The maximum number of days a general education student can be suspended in a school year is 20.

The Principal or his/her administrative designee may suspend a student. The administrator must fill out an appropriate misconduct report anytime a student is suspended. Students must have due process, which allows them to hear the charges and respond to them. Parents will be notified as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on an answering machine, letter mailed home or an email.

A parent or student may appeal a suspension by requesting a review in writing to the Ednovate CEO within two days of the notice of the suspension. The CEO will make the final determination of any suspension appeal. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

Expulsion Procedures

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

When the Principal determines that a student has committed an offense(s) that warrants an expulsion, the Principal will complete the appropriate misconduct report, and provide a copy to the Ednovate Discipline Review Panel. The panel will consist of at least 3 neutral and impartial members. Panel members may include any combination of: Ednovate network staff members, Ednovate board members, and teachers or administrators from other Ednovate schools.

A parent/guardian of the student will be notified of the charges against the pupil and an explanation of the pupil's basic rights within 12 hours of the determination that the student has committed an offense(s) that warrants an expulsion. A parent/guardian and student shall be strongly encouraged to attend as described below. Reasonable accommodations and/or language support will be provided as needed.

While an expulsion case is being processed by the Discipline Review Panel, the Principal in writing may extend the suspension to up to 10 consecutive school days. The hearing will be held within 30 days following the principal's recommendation.

After the expulsion hearing, the Discipline Review panel will then make a written report within two school days to the CEO, the student, and a parent or guardian of the student, summarizing the grounds for expulsion and the evidence presented at the hearing. The report will make a recommendation as to whether to expel the student and if so, for what period of time. Students can be expelled for a time that is not to exceed one year if they have met the requirements for reinstatement. If this Panel recommends against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If this Panel recommends the pupil for expulsion, the matter will then be decided by the CEO who may or may not accept the recommendations to expel and/or any other recommendations this panel may make.

The parent and student will have the right to appeal the recommendation of the CEO to the Ednovate governing board within 30 calendar days of notification of the recommendation. The appeal should be in writing and sent along with any additional evidence to the governing board. Ednovate's governing board will vote on the recommendation, and the Board Chair will deliver the final decision within 30 calendar days of the request for appeal. The governing board's final decision shall be delivered by the most expedient means of communication identified by the Parent/Guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified mail. Expulsion causes the student to be terminated from enrollment at Legacy College Prep for the entire term of the expulsion.

Expulsion steps in order:

1. Principal recommends student for expulsion with a copy of the misconduct report provided to the CEO and the Discipline Review Panel. Principal contacts (minimum three attempts) parent to schedule expulsion hearing, documents that contact in the student information system and notifies parent of the expulsion hearing via certified mail.
2. Principal schedules expulsion hearing.
 - a. Discipline Review Panel will conduct expulsion hearing.
 - b. Representatives of the principal may present evidence or witnesses.
 - c. Parent is strongly urged to attend
 - d. Parent and student afforded due process by being allowed to refute charges and present evidence.
 - e. Parent may bring legal counsel.
3. Discipline Review Panel sends written hearing report and recommendation to CEO within two business days of the hearing and notifies parent of the recommendation.
4. Parent or student may appeal hearing officer's recommendation in writing to Ednovate's governing board within 30 calendar days of being notified of the hearing officer's recommendation
5. If parent/guardian appeals to governing board, Ednovate's governing board makes final decision within 30 calendar days of the request for appeal, and notifies the parent/guardian of the decision.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Legacy College Prep 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 Discipline Review Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Discipline Review Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Discipline Review Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Legacy College Prep must present evidence that the witness' presence is both desired by the witness and will be helpful to Legacy College Prep. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person,

in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

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

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

Record of Hearing

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

Presentation of Evidence

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

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

The decision of the Discipline Review Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Discipline Review Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Ednovate school with mutual agreement of the parent and the other Ednovate school.

Written Notice to Expel

Following a decision of the Expulsion Panel to expel, the Principal or designee shall send to the student and parent/guardian written notice of the decision to expel, including the panel's adopted findings of fact.

This notice to expel a student will be sent by certified U.S. Mail and will include the following:

- a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.
- b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions related discipline referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remedying the identified issue).
- c) The type of educational placement or study plan during the period of expulsion.
- d) Appeal procedures.
- e) The specific offense(s) committed by the student
- f) Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with Legacy College Prep.

Disciplinary Records

Legacy College Prep shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the County upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Legacy College Prep as the Charter School's Discipline Review Panel's decision to expel shall be final.

Expelled Pupils/Alternative Ed.

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

General Provisions

Legacy College Prep 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.

Legacy College Prep 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.

Legacy College Prep shall be responsible for the appropriate interim placement of students during and pending the completion of the school's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

Students with Disabilities

Legacy College Prep shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Legacy College Prep shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Legacy College Prep 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. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement per the school’s MOU with its SELPA. Prior to recommending expulsion for a student with a 504 Plan, Legacy College Prep’s administrator will convene a Link Determination meeting to ask the following two questions:

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

In the event an IEP or Section 504 team determines that an alleged misconduct is a manifestation of the student’s disability or that the student’s IEP has not been properly implemented, our expulsion process will cease. The IEP team will address the behavior to discuss strategies and supports using evidence-based practices and, if appropriate, recommend changes to the student’s IEP or 504 plan and/or further assessment. Assessments may include a Functional Behavioral Assessment (FBA). If there is not currently a behavior support plan, one will be developed based on the FBA. If one is already in place, it will be reviewed and modified as deemed necessary.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement or the manifestation determination, or a Charter School that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may conduct an expedited administrative hearing. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates the code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP team.

Procedures for Students Not Yet Eligible for Special Ed Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the special education case manager or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification of the District

Upon expelling any student, Legacy College Prep Charter School shall notify the County by submitting an expulsion packet to the County immediately or as soon as practicable in compliance with the District's policies and procedures.

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

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the County 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 – RETIREMENT SYSTEMS AND EMPLOYEE MATTERS

“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 §47065 (b)(5)(K)

Retirement

Legacy College Prep retains the option to elect the California State Teachers’ Retirement System (CalSTRS) coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

LCP does not choose to participate in the Public Employees Retirements System (PERS).

All classified and certificated employees will be covered by Medicare and Social Security, and the school will make contributions as required. Full-time employees may elect to participate in a 403b retirement contribution plan. The LCP Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. Ednovate’s CEO or his/her designee will be responsible for ensuring that appropriate arrangements for the above-referenced coverage will be made.

ELEMENT 12 – ATTENDANCE ALTERNATIVES

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

Right to Attend Other Public Schools

No student will be required to attend Legacy College Prep. Legacy College Prep is a school of choice that is open to anyone in the state of California. Pupils who choose not to attend LCP may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Santa Ana Unified School District. The parent or guardian of each student enrolled in the charter school shall be informed that enrollment in the charter school provides no right to enrollment in any other school in the District or County, except to the extent that such right is extended by existing policy.

ELEMENT 13 - RIGHTS OF DISTRICT EMPLOYEES

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

Leave and Return Rights

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 - DISPUTE RESOLUTION

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

The staff and governing board members of Legacy College Prep agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the County and Legacy College Prep, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the County and Legacy College Prep 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.
- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m. or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15 - SCHOOL CLOSURE PROCEDURES

“A description of 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 (b)(5)(O)

Revocation of the Charter

The County may revoke the Charter if Legacy College Prep commits a breach of any provision set forth in a policy related to charter schools adopted by the Orange County Board of Education and/or any provisions set forth in the Charter School Act of 1992. The County may revoke the charter of Legacy College Prep if the County finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the Orange County Board of Education will notify Legacy College Prep in writing of the specific violation, and give Legacy College Prep a reasonable opportunity to cure the violation, unless the Orange County Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Legacy College Prep, either by the governing board of Legacy College Prep or by the Orange County Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the Orange County Board of Education; the governing board of Legacy College Prep votes to close Charter School; or the Charter lapses.

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Legacy College Prep or the Orange County Board of Education, the governing board of Legacy College Prep shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Legacy College Prep 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. Orange County Department of Education, if the Closing Action is an act of Legacy College Prep. Note: If the Closure Action is a revocation or nonrenewal by the Orange County Department of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in Legacy College Prep within 72 hours of the Closure Action. Legacy College Prep shall simultaneously provide a copy of the written parent notification to OCDE.
3. The Special Education Local Plan Area (SELPA) in which the school participates. Legacy College Prep 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 OCDE.
4. The retirement systems in which the school's employees participate. If applicable, within fourteen (14) calendar days of the Closure Action, Legacy College Prep shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Orange County Department of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCDE.
5. The California Department of Education (CDE). Legacy College Prep 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 Orange County Department of Education.
6. Any school district that may be responsible for providing education services to the former students of Charter School. Legacy College Prep 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 Orange County Department of Education.
7. All school employees and vendors within 72 hours of the Closure Action. Legacy College Prep shall simultaneously provide a copy of the written employee and vendor notification to the Orange County Department of Education.

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

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

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

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

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

School and Student Records Retention and Transfer

Legacy College Prep shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to the receiving schools shall be in accordance with SAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School

closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the District in the form of a CD.

4. Legacy College Prep 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 District for the delivery and/or pickup of the student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the District a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out

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

Legacy College Prep shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

Legacy College Prep 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 Legacy College Prep will be the responsibility of Legacy College Prep and not SAUSD. Legacy College Prep understands and acknowledges that Legacy College Prep will cover the outstanding debts or liabilities of Legacy College Prep. Any unused monies at the time of the audit will be returned to the appropriate funding source. Legacy College Prep understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the SELPA in which Legacy College Prep participates, and other categorical funds will be returned to the source of funds.

Legacy College Prep shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

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

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

Legacy College Prep's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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

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

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

- e. File its final return with the IRS (Form 990 and Schedule).

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

FACILITIES

Legacy College Prep is now located at its permanent facility at 1450 17th St, Santa Ana, CA 92705.

Non-District-Owned Facilities

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

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

Pest Management: Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the County under any of the County'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 County 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 County's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

Insurance amounts will be determined by recommendation of the County and Ednovate's insurance company for schools of similar size, location, and student population.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the the Orange County Department of Education and the Orange County Board of Education as named additional insureds and shall provide specifically that any insurance carried by OCDE 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

Legacy College Prep shall furnish to the County within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the County."

Facsimile or reproduced signatures may be acceptable; however the County reserves the right to require complete certified copies of the required insurance policies.

Should the 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 County and its purchase shall be the responsibility of the 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 OCDE 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 OCDE 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 OCDE 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.

APPENDICES

Appendix A.....	Ednovate Bylaws
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