

This document was provided to the California Department of Education (CDE) from **Prepa Tec Los Angeles High School**. This document is posted to the CDE Web site to meet the legal requirement of *Education Code* Section 33009.5.

For more information or questions about the content of this material or to obtain alternative versions, you may contact Thomas Pacheco at [tpacheco@cde.ca.gov](mailto:tpacheco@cde.ca.gov) or 916-322-1755.

# Your Academic Planner

## Getting to college is as easy as ONE, TWO, THREE and FOUR

Follow this plan to become eligible to the University of California (UC), California State University (CSU) and many independent colleges have similar requirements. You should also complete the A–G course pattern if you want to transfer from a California Community College to UC/CSU.

### FOUR STEPS

STEP ONE: KNOW THE REQUIREMENTS

STEP TWO: CREATE YOUR PLAN

STEP THREE: MONITOR YOUR PROGRESS

STEP FOUR: ADJUST YOUR SCHEDULE

### 4 requirements

1. Take a specific pattern of 15 A–G courses.
2. Achieve a minimum average GPA of 3.0 for UC, 2.0 for CSU.
3. Take the ACT With Writing or SAT Reasoning test and two SAT subject exams.
4. Meet the “eligibility index.”  
(a combination of your UC GPA and exam scores)

### STEP ONE: KNOW THE 4 REQUIREMENTS

#### 1st Requirement

#### Take a specific pattern of 15 A–G courses.

UC and CSU require that you take 15 courses in the A–G subject areas.

To satisfy a subject requirement, you must attain a C or better.

Take at least 7 of the required A–G courses in 11th and 12th grade.

For more information, go to [eaop.org/resources](http://eaop.org/resources).

All courses must appear on your school's Doorways Course List. California high schools have designated courses that can be used to fulfill the UC and CSU requirements. Be sure to take classes on your school's Doorways course list. Get to your school's online course list through [www.eaop.org/resources](http://www.eaop.org/resources).

**The A–G requirements:** When you complete a subject requirement with a grade of C or better, check it off here.

#### A. History/Social Science

2 years required

- 1 year of World History, Geography and Cultures
- 1 year of U.S. History OR ½ year of U.S. History and ½ year of American Government

*NOTE: CSU allows one social science course to be selected from the “G” subject area.\**

#### B. English

4 years required

- 9th grade English
- 10th grade English
- 11th grade English
- 12th grade English

*NOTE: No more than one year of English as a Second Language may be used to satisfy this requirement.*

#### C. Mathematics

3 years required; 4 years recommended

- Algebra I or Integrated Math I
- Geometry or Integrated Math II
- Algebra II, Algebra II/Trig, or Integrated Math III

#### D. Laboratory Science

2 years required; 3 years recommended

- One year-long course from one category (such as biology, chemistry, or physics)
- Another year-long course from a different category

*NOTE: For CSU, one of these courses must be in life science and one in physical science.*

#### E. Language other than English

2 years required; 3 years recommended

- Language course Level 1 or higher
- Language course Level 2 or higher

#### F. Visual and Performing Arts

1 year required

- One year-long course

#### G. College Preparatory Elective from A–G

2 semesters required

- 1 semester of elective
- 1 semester of elective

Turn to back page for the other three requirements.









## DIRECTOR OF HUMAN RESOURCES

### A. EMPLOYMENT TERMS AND CONDITIONS

#### 1. Duties

Employee will serve as a "Director of Human Resources" pursuant to this Agreement. Employee will perform such duties as ALTA Public Schools may assign and will abide by any then current school charter, policy, procedure, rule or regulation, as adopted or amended as needed. Additional terms and conditions of employment supplementing this Agreement may be found in the ALTA Public Schools Employee Handbook and any other documents of school policy.

Director of Human Resources is responsible for completing all professional paperwork and accounting, including but not limited to Assisting the ALTA Public Schools Executive Director and Principal with all administrative functions and provides direction to administrative staff.

#### 2. Minimum Expectations

As stated in our charter petition: ALTA Public Schools recognizes that implementing its mission to promote students who are creative and engaged learners; inspired leaders; and complex communicators requires a professional obligation by all staff to continually enrich and refine their knowledge and skills as highly qualified staff.

The Director of Human Resources will:

- Prioritize, coordinate, and monitor the work of administrative staff
- Annually review and make recommendations to Executive Management for improvement of Agency's policies, procedures, and practices on personnel matters
- Responsible for Agency compliance with Federal and State legislation pertaining to all personnel matters
- Communicate changes in Agency personnel policies and procedures and insure proper compliance is followed
- Assist executive management in the annual review, preparation and administration of Agency wage and salary program
- Coordinate and/or conducts exit interview to determine reason behind separation
- Consult with legal counsel as appropriate, and/or as directed by the CEO on personnel matters
- Work directly with department managers to assist them in carrying out their responsibilities on personnel matters
- Recommend, evaluate, and participate in Staff Development for Agency
- Develop and maintain a human resource system that meets Agency personnel information needs
- Staff supervision
- Participate on committees, special projects and additional responsibilities

- 
- Human Resource Generalist
- Maintain ALTA Public Schools personnel files in compliance with applicable legal requirements
- Keep employee records up-to-date by processing status changes in timely fashion
- Maintain listing of approved foundation positions along with assigned salary grade levels
- Process personnel action forms and assure proper approvals; disseminate approved forms
- Maintain budget spreadsheet that includes salaries; payroll
- Prepare paperwork required to place employee on payroll and establish personnel file
- Assist in hiring process by coordinating job postings, review resumes and perform reference checks
- Maintain Employee Handbook with updated resolutions and other pertinent information, as needed

*Overall Qualifications:*

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



DIRECTOR OF OPERATIONS

A. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

Employee will serve as a "Director of Operations" pursuant to this Agreement. Employee will perform such duties as ALTA Public Schools may assign and will abide by any then current school charter, policy, procedure, rule or regulation, as adopted or amended as needed. Additional terms and conditions of employment supplementing this Agreement may be found in the ALTA Public Schools Employee Handbook and any other documents of school policy.

Director of Operations is responsible for completing all professional paperwork and accounting, including but not limited to Assisting the ALTA Public Schools Executive Director and Principal with all administrative functions and provides direction to administrative staff.

2. Minimum Expectations

*CHARTER SCHOOL DIRECTOR of OPERATIONS*

*JOB DESCRIPTION:*

*The Alta Public Schools Director of Operations is responsible for planning, coordinating, and serving the day-to-day business operations of multiple school sites, and serves as assistant to the Chief Executive Office, relieving him/her of administrative/operations details.*

*PERFORMANCE RESPONSIBILITIES:*

- 1. Assists in the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.*
- 2. Assists in the preparation of student enrollment and attendance report.*
- 3. Supervises the maintenance, analysis, preparation and presentation of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.*
- 4. Assists in the student medication dispensation and injury reports.*
- 5. Supervises in the requisitions, receives, and distributes/stores classroom, school office and Work Room materials and supplies; maintains ongoing inventory; processes packing slips.*
- 7. Maintains APS web site and monitors/assists in the maintenance of all school sites.*
- 8. Monitors/assists in writing, translating (if bilingual), publication, and distribution of school newsletters.*
- 9. Coordinates the development of, and prepares, special projects budgets; monitors charter school budget.*

10. Monitors/assists in the preparation and maintains purchase orders and other expense records; approves, logs, and monitors expenditures; reconciles site records with monthly APS reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
11. Monitors/assists to secure child-care coverage for special events.
12. Assists in the preparation of necessary forms to hire, upgrade, terminate or authorize special payments to staff.
14. Prepares and communicates bi-weekly memo to staff.
16. Monitors/assists to process, assign, train, and direct work of volunteers.
17. Plans and coordinates arrangements for school and community activities; acts as liaison between school and other schools, LAUSD, outside agencies, the parents, and the public at large.
19. Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with APS standards, policies, and procedures.
21. Coordinates school site master calendar of meetings and events.
22. Assists in the "In-services" for new staff on School policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.
23. Arranges for conferences and travel of administrators and staff; prepares related purchase order or payment requisitions; and follows up with receipts, invoices, and expense claims.
25. Investigates circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to school principal and serves as APS Safety Officer.
26. Scrutinizes facility wear and tear and makes recommendations as to facility improvement (i.e., carpet replacement, exterior and interior paint, turf).
27. Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
28. Seeks out and participates in educational and professional development and motives and encourages such developments for classified employees.
29. Recognizes problems and impediments and reports them promptly with options for solutions to the site principal or CEO; promotes and assists with constructive resolutions.
30. Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
31. Monitors Special Projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
32. Prepares annual performance audit in collaboration with school Principal and CEO.
33. Monitors and analyzes student performance assessment data preparing reports as needed for various special projects (i.e., after school program, summer school).
34. Organizes summer school programs.
35. Prepares and processes facility use agreement forms using established procedures.
36. Perform other duties as assigned by CEO.

*Overall Qualifications:*

- A minimum of 2 years experience in a similar position
- Background Clearance from FBI/DOJ
- Possession of a valid First Aid Certificate
- Letter and report writing
- Accurate mathematical calculations
- Computer software programs and related word processing
- Record keeping, reference, and data collection systems
- Proficiency in Spanish preferred

## Alta Public Schools

### Director of Student Services

#### Purpose Statement

To coordinate the development and implementation of school (unit) based food services and federal and state mandates. The Director of Student Services is responsible for coordinating the purchasing of meals. Communicates categorical and special program policies in conformity with federal and state regulations, guidelines, objectives, and procedures to school, parents, and administrators.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Works cooperatively with District business, accounting, and personnel offices to coordinate program budgets and operations.
- Assigns pupil to special programs and makes all necessary arrangements for placement transportation; transfers of records; notification of parents, sending and receiving schools.
- Maintains numerous types of pupil records; average daily attendance; inventory of books, materials, equipment, and supplies.
- Provides supplies, materials, and equipment for all special classes.
- Administer all aspects of the Student Services Department for Academia Moderna Charter Schools
- Administer the total enrollment process for all students in Academia Moderna Charter Schools.
- Administer all zoning and rezoning issues for Academia Moderna Charter Schools.
- Distributes pertinent information and materials to be used by administrator, teachers, parents, and guidance personnel.
- Evaluates each site's food service operations for compliance with federal and state regulations, health department regulations, District and Department Policy and procedures.
- Evaluates staffing and work assignments against established standards and makes adjustments as necessary.
- Prepares and presents monthly recap statistics for each school site. Will collect data from Student Services clerk.
- Works with Unit Administrators to establish a Student Nutrition Program that meets the needs of each school site.
- Meets with parents regarding questions, concerns and complaints involving food service operations.
- Monitors school equipment for appropriateness, proper repair and inventory control.

- Performs routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepares and maintains students attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attends to student health and welfare as needed
- Receives and distributes mail; prepares outgoing mail
- Purchasing, maintains inventory, and distributes supplies and equipment as required

#### **Other Functions**

Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit. Provides excellent customer service to parents and all persons at all times. Cordially communicates with students, teachers, parents, district employees, etc. (e.g. courtesy calls to parents, attendance history, parent letters, passes to students, etc.) for the purpose of resolving problems and coordinating activities and processes.

#### **Job Requirements: Minimum Qualifications**

Skills, Knowledge and abilities are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records.

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

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

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

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

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

## **Alta Public Schools**

Human Resource Division

### **Class Description**

Special Education - Resource Specialist

#### **DIRECTLY RESPONSIBLE TO**

Appropriate Program Administrator, Special Education

Supervisor over trains and assigns the work of instructional aides; provides input into the employee evaluation process.

#### **DUTIES AND RESPONSIBILITIES**

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

##### **A. Direct Instruction:**

- (1) provides direct instruction in the academic areas to resource specialists program pupils on a one-to-one or small group basis, either in the resource room or the regular classroom;
- (2) provides information and assistance to individuals with exceptional needs and their parents;
- (3) monitors pupil progress on a regular basis, participating in the review and revision of the instructionalized education programs, as appropriate; refers pupils who do not demonstrate appropriate progress to the individualized education program team;
- (4) evaluates student growth in academic achievement, self-concept, and social skills;
- (5) provides emphasis at the secondary school level on academic achievement, meeting proficiency standards, career and vocational development, and preparation for adult life;
- (6) assists in the selection, training, and evaluation of resource specialist instructional aides.

##### **B. Consulting Services:**

provides consultation services as follows:

- (1) identification and assessment of behavior patterns in pupils;
- (2) utilization of evaluation data for the modification of instruction and curriculum;
- (3) application of effective classroom management techniques; (4) identification of resources appropriate to individuals with exceptional needs to regular staff members, parents, and guardians;
- (5) development of pre-vocational and/or vocational plans for individuals with exceptional needs;
- (6) acceptance by regular classroom teachers and students of individuals with exceptional needs.

##### **C. Coordination:**

- (1) coordinates referral and assessment procedures;
- (2) assists in the coordination of the individualized education program team meetings;
- (3) coordinates instructional planning (i.e., the development and implementation of individualized educational programs for individuals with exceptional needs);
- (4) coordinates the implementation of special education services provided individuals with exceptional needs;
- (5) assists in the coordination of designated instruction and services;
- (6) coordinates the collection of relevant information for those students referred to the individualized education program team;

- (7) coordinates the organization and distribution of special education media and materials for resources in regular classrooms;
- (8) coordinates individualized instruction and activities of the resource specialist program with regular classroom curriculum;
- (9) coordinates special education in-service workshops and workshops for staff and/or parents;
- (10) coordinates follow-up activities to insure service delivery to all individuals with exceptional needs.

**D. Interpretation and Implementation of Laws, Regulations, and Other Compliance Requirements:**

- (1) schedules and monitors referral procedures in accordance with legal requirements;
- (2) monitors the development of individualized educational programs and conduct review meetings in accordance with legal requirements;
- (3) processes information leading to approval of services by child, parent, or guardian;
- (4) provides leadership for assuring full compliance with legal requirements.

**E. Parent Education:**

- (1) provides parents with basic knowledge of assessment procedures in instrumentations and how to utilize the information;
- (2) provides parents with basic understanding of remedial methods and techniques as they relate to their own child's program;
- (3) provides parents with basic home enrichment in home management techniques designed to meet the needs of their child;
- (4) counsels parents in areas related to their child's abilities including strengths and weaknesses as well as the child's needs and goals including career and vocational planning alternatives;
- (5) provides parents with information as to effective utilization of community resources.

**F. Staff Development:**

- (1) assists in planning parent education workshops;
- (2) attends special education in-service training as required and participates in providing in-service education for regular school staff.

**MINIMUM QUALIFICATIONS**

**Education, Training, and Experience**

Possession of a clear resource specialist certificate and a special education credential, or verification of three or more years of teaching experience and a special education credential.

**Knowledge, Skills, and Abilities**

Knowledge and skills in education assessment, consulting, coordination, interpretation and implementation of laws and regulations, staff development, and parent education to perform the competencies listed in the duties and responsibilities; effective interpersonal skills and flexibility in meeting new and/or changing conditions.

**Physical Characteristics**

(Consideration will be given to reasonable accommodation for the following physical requirements): Sufficient vision to read printed materials; sufficient hearing to conduct in-person and telephone

conversations; sufficient mobility to move about the classroom; ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups.

**Other Characteristics**

Possession of a valid California driver's license; willingness to provide own transportation in conduct of work assignments.



LOS ANGELES UNIFIED SCHOOL DISTRICT  
CHARTER SCHOOLS DIVISION

LETTER OF INTENT  
TO SUBMIT A CHARTER SCHOOL PETITION APPLICATION  
2014-2015\*

Name of Proposed Charter School:	Prepa Tec High School		
Facility Address or Target Neighborhood of Proposed Charter School:	Walnut Park		
Type of Charter School:	<input type="checkbox"/> Conversion	<input type="checkbox"/> Start Up	<input type="checkbox"/> Affiliated <input checked="" type="checkbox"/> Independent
Projected Grade Level(s) - Year 1:	9	Projected Enrollment - Year 1:	168
Projected Grade Level(s) - Year 5:	9-12	Projected Enrollment - Year 5:	504

LEAD PETITIONER INFORMATION:

Name	Xavier Reyes		
Address	2410 Broadway, Huntington Park, CA 90255		
Phone number(s)	(323) 923-0383	Fax	(323) 923-0380
E-Mail Address	xavierr@academiamoderna.org		

OTHER MEMBERS OF THE PETITION DEVELOPMENT TEAM:

Barry Baxter	Ricardo Ortega
Jeffrey Phillips	Jesse Pelayo
Bobbi Shimano	Sue Jin Kim

CHARTER SCHOOL AFFILIATION:

If the proposed governing board, a member of the board, or a member of the petition development team has an affiliation or connection with another LAUSD-authorized charter school, please provide a description of the connection, including the name of the school(s). This information will help to ensure that your petition is assigned to the appropriate Charter Schools Division staff. The Board of Directors of Alta Public Schools is the governing body for Academia Moderna Charter School and Prepa Tec, Los Angeles

PETITIONER ORIENTATION:

Have any members of the petition development team attended a Charter Schools Division Petitioner Orientation? If so, please provide attendee name(s) and date(s) of attendance:  
Yes. Barry Baxter, 2013.

<u>XAVIER REYES</u>	<u>[Signature]</u>	<u>9/26/14</u>
PRINT NAME OF LEAD PETITIONER	SIGNATURE OF LEAD PETITIONER	DATE

\*Please note that this letter is valid only for the 2014-2015 school year. If the petitioner team determines not to submit its petition within this school year, it must submit a new Letter of Intent if and when it intends to submit a petition in a subsequent year.

Please submit completed form to the Charter Schools Division Attention: Mayra

**CHARTER BRIEFING PAGE  
 for Prepa Tec, LA High School**

- **Name of Organization Applying for Charter:** Alta Public Schools
- **Type of Charter School Proposed:** Start-Up Independent
- **Proposed Charter Term:** July 1, 2015 – June 30, 2020
- **Projected Start Date:** August 17, 2015
- **Grades To Be Served - Year 1**        9
- **Grades To Be Served - Year 5**        9-12
- **Projected Enrollment - Year 1**        168
- **Projected Enrollment - Year 5**        504
- **Facility Address or Target Neighborhood**

Target Neighborhood: Huntington Park, CA  
 LAUSD Board District #5  
 Educational Service Center South

- **Facility Status**

In its first year, Prepa Tec, LA HS will be co-located with Prepa Tec Middle School at 2665 Clarendon, Huntington Park, CA 90255. Co-location with the existing middle school will facilitate the matriculation of eight grade students already prepared in International Baccalaureate Diploma Programme to continue in the International Baccalaureate Diploma Programme offered by Prepa Tec HS. Prepa Tech HS will acquire additional facilities in the local area to accommodate enrollment growth.

- **Has the school submitted or intend to submit a Proposition 39 application?** No
- **How does the proposed charter school advance LAUSD goals? [e.g. relieving overcrowding, serving underperforming student populations]**

Through its small school size and schoolwide adoption of the International Baccalaureate Diploma Programme, Prepa Tec, LA High School will provide academically rigorous program to the Southeast communities of LAUSD.

- **Board of Directors membership list**

<b>Board Member</b>	<b>Areas of Professional Expertise</b>
Dr. Jeffry Philips, Chair	Public administration and personnel management
Bobbi Shimano, Secretary	Banking and finance, community and student relations
Kristie Hernandez, Member	Governmental and community affairs
Sue Jin Kim, Member	School administration, intervention programs
Ricardo Ortega, Parent Representative	IT networking; member of Academia Moderna School Site Council
Jesse Pelayo, Member	Instructional technology

**CHARTER BRIEFING PAGE  
for Prepa Tec, LA High School**

Patricia Rogers, Member	Banking and finance
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- **Charter Development Team Leaders**

Xavier Reyes, CEO  
Barry Baxter, Superintendent  
Dr. Jeffry Philips, Board Chair

- **Proposed Charter School's Mission**

Prepa Tec HS's mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21<sup>st</sup> century.

- **Proposed Charter School's Vision**

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

Prepa Tec HS will apply the International Baccalaureate Middle Years and Diploma Program tools and processes to be a school where partnerships for continuous improvement between teachers, parents, community and students are authentic and seek to prepare each student from 9<sup>th</sup> grade to 12<sup>th</sup> grade for the challenges of the 21<sup>st</sup> century.

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

- **Source(s) of Funding**

Start up funding will be provided as a loan from parent organization, Alta Public Schools. Afterwhich, funding sources include typical public school funding sources; ADA, Block Grants, Categorical Grants, and other state and federal funding. In the event the state continues its funding deferrals, the school reserves the right to acquire operational credit and or sell receivables as bridge financing.

- **Has the organization ever operated any other charter school(s)? Please specify.**

Yes. Alta Public Schools currently operates two LAUSD-authorized charter schools: Academia Moderna (K-5) and Prepa Tec, LA (Grades 6-8).

### **CHARTER BRIEFING PAGE for Prepa Tec, LA High School**

- **Has this organization ever applied to any other jurisdiction for approval of a charter school petition? If so, please identify the school(s), the jurisdiction(s), and the outcome(s).** No
- **What are the innovative features of the educational program described in the charter petition?**

Prepa Tec, LA HS has adopted the internationally recognized International Baccalaureate Diploma Programme (DP) model, which is aligned with our mission and vision, and focuses on meeting the needs of our target students and their community. In Southern California, there are several DP certified schools, including Eagle Rock Senior High School and Downtown Magnet High School in LAUSD, and David Starr Jordan HS in Long Beach USD.

The DP is a trans-disciplinary curriculum that draws individual disciplines together into a coherent whole. Students must choose one subject from each of five groups, (1) Studies in Language and Literature; (2) Language Acquisition; (3) Individuals and Societies; (4) Sciences; (5) Mathematics. A sixth subject is also required. Students may choose either an arts subject from group six, or a second subject from groups one to five. In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills—the Extended Essay, Theory of Knowledge (TOK), and Creativity, Action, Service (CAS).



**BOARD RESOLUTION – 11.18.14.1**

**ASSIGNING LEAD PETITIONERS FOR THE  
PREPA TEC, LOS ANGELES HIGH SCHOOL LAUSD PETITION**

WHEREAS, Alta Public Schools is an IRS 501c3 tax exempt non-profit corporation and a non-profit California corporation for the purposes of managing and developing multiple charter schools, including Academia Moderna charter elementary school and Prepa Tec, Los Angeles middle school; and

WHEREAS, Alta Public Schools has a mission to “provide a world class education to every child” in underserved communities; and

WHEREAS, Academia Moderna and Prepa Tec, LA parents have continue to support both schools with a plan to matriculate their children in a public charter high school administered by Alta Public Schools when their children promote to the ninth grade; and

WHEREAS, Alta Public Schools provides a specific rigorous curriculum aligned with the International Baccalaureate comprehensive educational program; and

NOW THEREFORE BE IT RESOLVED, that Alta Public Schools’ Board of Directors deems it to be in the best interest of the local students, parents and community to submit a charter petition to establish Prepa Tec, Los Angeles High School in Southeast Los Angeles.

BE IT ALSO RESOLVED that the Board Members authorize, direct and designate Xavier Reyes, APS CEO; Barry Baxter, APS Superintendent; and Rosa Lopez, Director of Student Services, as the Prepa Tec, Los Angeles High School “Lead Petitioners.”

**CERTIFICATION OF SECRETARY**

I, Bobbi Shimano, Secretary of Alta Public Schools Board of Directors do hereby certify that the above is a true and correct excerpt from the minutes of the meeting of the board of directors of the Alta Public Schools, held on the 18th day of November, 20 14, at which meeting a quorum was present.

  
\_\_\_\_\_  
Signature



**BOARD RESOLUTION – 11.18.14.1**

**ASSIGNING LEAD PETITIONERS FOR THE  
PREPA TEC, LOS ANGELES HIGH SCHOOL LAUSD PETITION**

WHEREAS, Alta Public Schools is an IRS 501c3 tax exempt non-profit corporation and a non-profit California corporation for the purposes of managing and developing multiple charter schools, including Academia Moderna charter elementary school and Prepa Tec, Los Angeles middle school; and

WHEREAS, Alta Public Schools has a mission to “provide a world class education to every child” in underserved communities; and

WHEREAS, Academia Moderna and Prepa Tec, LA parents have continue to support both schools with a plan to matriculate their children in a public charter high school administered by Alta Public Schools when their children promote to the ninth grade; and

WHEREAS, Alta Public Schools provides a specific rigorous curriculum aligned with the International Baccalaureate comprehensive educational program; and

NOW THEREFORE BE IT RESOLVED, that Alta Public Schools’ Board of Directors deems it to be in the best interest of the local students, parents and community to submit a charter petition to establish Prepa Tec, Los Angeles High School in Southeast Los Angeles.

BE IT ALSO RESOLVED that the Board Members authorize, direct and designate Xavier Reyes, APS CEO; Barry Baxter, APS Superintendent; and Rosa Lopez, Director of Student Services, as the Prepa Tec, Los Angeles High School “Lead Petitioners.”

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\_\_\_\_\_  
Signature



**BOARD RESOLUTION – 11.18.14.4**

**AUTHORIZING A LOAN FOR THE DEVELOPMENT OF  
PREPA TEC, LA HIGH SCHOOL**

WHEREAS, Alta Public Schools is an IRS 501c3 tax exempt non-profit corporation and a non-profit California corporation for the purposes of managing and developing multiple charter schools, including Academia Moderna charter elementary school and Prepa Tec, Los Angeles middle school; and

WHEREAS, Alta Public Schools has a mission to “provide a world class education to every child” in underserved communities; and

WHEREAS, Academia Moderna and Prepa Tec, LA parents have continue to support both schools with a plan to matriculate their children in our public charter schools administered by Alta Public Schools; and

WHEREAS, Alta Public Schools provides a specific rigorous curriculum aligned with the International Baccalaureate comprehensive educational program and Prepa Tec, LA middle school parents would like the option to continue the IB program to high school; and

NOW THEREFORE BE IT RESOLVED, that Alta Public Schools’ Board of Directors deems it to be in the best interest of the local students, parents and community to loan for a period of two years \$50,000 for the development and startup of Prepa Tec, LA High School in Southeast Los Angeles.

BE IT ALSO RESOLVED that the Board Members authorize, direct and designate Dr. Jeffry Phillips, APS Chairman of the Board of Directors; Bobbi Shimano, APS Board Secretary; Ricardo Ortega, APS Board Treasurer the signatories of said loan for the development and startup of Prepa Tec, LA High School, and Xavier Reyes, APS CEO, the school administrator.

**CERTIFICATION OF SECRETARY**

I, Bobbi Shimano, Secretary of Alta Public Schools Board of Directors do hereby certify that the above is a true and correct excerpt from the minutes of the meeting of the board of directors of the Alta Public Schools, held on the 18th day of November, 20 14, at which meeting a quorum was present.

  
Signature

Application and Enrollment Forms

**Prepa Tec/Academia Moderna  
2410 Broadway  
Walnut Park, CA 90255  
(323) 923-0383**

**All information requested and enrollment packet must be filled out completely and returned by the assigned due date in order to reserve your child's spot at Prepa Tec/Academia Moderna Charter School. The same enrollment rule applies for all candidates.**

**Toda la informacion y paquete de registracion debe ser llenado por completo y entregado en la fecha indicada para reservar el campo de su hijo/a en Prepa Tec/Academia Moderna Charter School. La misma regla se aplica para todos los candidatos.**

**Due Date \_\_\_\_\_ Fecha de vencimiento \_\_\_\_\_**

**Please do not tear off this page.**

**Por favor de no quitar esta pagina.**

OFFICE USE ONLY SOLAMENTE	USO PARA OFICINA
<b>Student Name:</b> _____ <b>Grade:</b> _____	
<input type="checkbox"/> <b>Emergency Form</b> <input type="checkbox"/> <b>Original Birth Certificate</b> <input type="checkbox"/> <b>Immunization Card</b> <input type="checkbox"/> <b>Current TB Shot</b> <input type="checkbox"/> <b>Current Physical</b> <input type="checkbox"/> <b>Dental Screening</b> <input type="checkbox"/> <b>Emergency medical treatment (Allergies Indicated)</b> <input type="checkbox"/> <b>Permanent Health History</b> <input type="checkbox"/> <b>Media Consent</b> <input type="checkbox"/> <b>Race/Ethnicity Survey</b> <input type="checkbox"/> <b>Parent Educational Survey</b> <input type="checkbox"/> <b>Proof of Address</b> <input type="checkbox"/> <b>Migrant Education Questionnaire</b> <input type="checkbox"/> <b>Enrollment Form</b> <input type="checkbox"/> <b>Home Language Survey</b> <input type="checkbox"/> <b>Transfer Record</b>	
	<b>CELDT:</b> ☀



Office Use Only	
Entry Date	___ / ___ / ___
State ID#	_____
District ID #	_____
School	_____

**New Student Registration Form  
2015-2016**

**Student Information**

First Name: \_\_\_\_\_ Middle: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_ Apt#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (     ) - \_\_\_\_\_

Student's Date of Birth: (mm/dd/yyyy)     /     /

Student's gender: (Check one only)      F= Female      M= Male

Student's Primary Race/Ethnicity: (Check one only)

0998 = Alaskan Native or American Indian (Please specify):  
 Cherokee      Chippewa      Choctaw      Navajo      Pueblo

Sioux      Other: \_\_\_\_\_

0999 = Asian (Please specify):  
 Asian Indian      Chinese      Filipino      Japanese      Korean

Vietnamese      Other: \_\_\_\_\_

1000 = Black or African American (Please specify if known)  
 Other: \_\_\_\_\_

1001 = Hawaiian or other Pacific Islander (Please specify)  
 Guamanian      Hawaiian      Samoan      Other: \_\_\_\_\_

2304 = Hispanic or Latino (Please specify):  
 Argentinean      Colombian      Cuban      Dominican      Mexican Amer. Spaniard  
 Nicaraguan      Puerto Rican      Salvadoran      Other: \_\_\_\_\_

1002 = White (Please specify if known)  
 Other: \_\_\_\_\_

Student is applying for grade: (Check one only)  
 0 = Kindergarten      1 = 1st Grade      2 = 2nd Grade      3 = 3rd Grade

Grade

- Grade  4 = 4<sup>th</sup> Grade       5 = 5<sup>th</sup> Grade       6 = 6<sup>th</sup> Grade       7 = 7<sup>th</sup>
- Grade  8 = 8<sup>th</sup> Grade       9 = 9<sup>th</sup> Grade       10 = 10<sup>th</sup> Grade       11 = 11<sup>th</sup>
- Grade  12 = 12<sup>th</sup> Grade

This is the \_\_\_\_\_ time the student has ever entered this grade level (*check one only*).

1 = First Time       2 = Second Time       3 = Third Time

English Proficiency of the student: (*Check one only*)

- 1633 = Native English Speaker       1634 = Fluent English Speaker
- 1635 = Non-English speaking proficient       1636 = Redesignated as fluent English
- 1637 = Status Unknown       2349 = Limited English proficient/English Language Learner

Primary language spoken at home (*Check one only*):

- |                                                  |                                        |                                   |                                     |                                       |
|--------------------------------------------------|----------------------------------------|-----------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Arabic                  | <input type="checkbox"/> French        | <input type="checkbox"/> Hindi    | <input type="checkbox"/> Persian    | <input type="checkbox"/> Spanish      |
| <input type="checkbox"/> Cantonese               | <input type="checkbox"/> French Creole | <input type="checkbox"/> Italian  | <input type="checkbox"/> Polish     | <input type="checkbox"/> Tagalog      |
| <input type="checkbox"/> Chinese (non Cantonese) | <input type="checkbox"/> German        | <input type="checkbox"/> Japanese | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Urdu         |
| <input type="checkbox"/> English                 | <input type="checkbox"/> Greek         | <input type="checkbox"/> Korean   | <input type="checkbox"/> Russian    | <input type="checkbox"/> Vietnamese   |
|                                                  |                                        |                                   |                                     | <input type="checkbox"/> Other: _____ |

Before attending this charter school, the student attended:

School Name: \_\_\_\_\_ School City: \_\_\_\_\_

The school the student attended previously can be categorized as: (*Check one only*)

- Public:
- 1821 = Public, same district
  - 1822 = Public, different district in the same state
  - 1823 = Public, different state
- Private:
- 1824 = Private, non-religiously-affiliated, same district
  - 1825 = Private, non-religiously-affiliated, different district, same state
  - 1826 = Private, non-religiously-affiliated, different state
  - 1827 = Private, religiously-affiliated, same district
  - 1828 = Private, religiously-affiliated, different district, same state
  - 1829 = Private, religiously-affiliated, different state
- Non-existent or Foreign:
- 1838 = Original Entry into US school (no previous school)
  - 1839 = Original entry into US school (from foreign country with no schooling interruption)
  - 1840 = Original entry into US school (from foreign country with schooling interruption.)
  - 1830 = Located outside of the country
- Other
- 1831 = Institution (example: correctional facility)
  - 1832 = Charter school
  - 1833 = Home schooling
  - 1834 = Matriculating (in other words, passed previous school's highest grade level)
  - 9999 = Other

Has the student taken a standardized test and been determined "Gifted?"  0002 = Yes  0232 = No

Has the student been classified by Special Education Services with any of the following disabilities?  
(Check all that apply)

- |                                                                                       |                                                    |
|---------------------------------------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> 2121 = Autistic/ Autism                                      | <input type="checkbox"/> 2122 = Deaf-blindness     |
| <input type="checkbox"/> 2123 = Hearing impairment                                    | <input type="checkbox"/> 2124 = Mental retardation |
| <input type="checkbox"/> 2125 = Multiple disabilities impairment                      | <input type="checkbox"/> 2126 = Orthopedic         |
| <input type="checkbox"/> 2127 = Emotional Disturbance disability                      | <input type="checkbox"/> 2128 = Specific learning  |
| <input type="checkbox"/> 2129 = Speech or language impairment injury                  | <input type="checkbox"/> 2130 = Traumatic brain    |
| <input type="checkbox"/> 2131 = Visual impairment (e.g. blindness, etc...) impairment | <input type="checkbox"/> 2132 = Other health       |
| <input type="checkbox"/> 2133 = Deafness delay                                        | <input type="checkbox"/> 2134 = Developmental      |
| <input type="checkbox"/> 2135 = Infants and Toddlers with disabilities                | <input type="checkbox"/> 9998 = None               |

How far is the school from your home?  
(Approximate distance in miles)

How many times has the student's family moved in the past 12 months?

**In the student's home:**

Approximately how many books are there where the student resides?

- Is there a computer at home? (e.g. desktop/laptop)  0002 = Yes  0232 = No
- Is there Internet access at home?  0002 = Yes  0232 = No
- Is there a quiet place for the student to study at home?  0002 = Yes  0232 = No
- Was any adult employed for income over the past two weeks?  0002 = Yes  0232 = No

Migratory Status: Does the student's Parent or Guardian maintain primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis?  
 1641 = Yes  1643 = No

Lunch Status: Under federal meal program guidelines, this student qualifies for the following lunch status: (Check one only)

- |                                                                        |                                                                   |
|------------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> F = Free lunch                                | <input type="checkbox"/> FDC = Free lunch in District of Columbia |
| <input type="checkbox"/> P = Full pay                                  | <input type="checkbox"/> R = Reduced-price lunch                  |
| <input type="checkbox"/> I don't know. (School will gather this data.) |                                                                   |

Among all parents and guardians residing with the student, what is the highest level of education? (Check one only)

Elementary/Middle/High School	College and Beyond	Other
-------------------------------	--------------------	-------

<input type="checkbox"/> 0789 = Pre-Kindergarten	<input type="checkbox"/> 1049 = Some college but no degree	<input type="checkbox"/> 0819 = Vocational Certificate
<input type="checkbox"/> 0805 = Kindergarten	<input type="checkbox"/> 1050 = Associate's degree	<input type="checkbox"/> 1046 = Adult Basic Education Diploma
<input type="checkbox"/> 0790 = 1 <sup>st</sup> Grade	<input type="checkbox"/> 1051 = Bachelor/Baccalaureate degree (BA, AB, BS, etc..)	<input type="checkbox"/> 1047 = Formal certificate or diploma (less than one yr.)
<input type="checkbox"/> 0791 = 2 <sup>nd</sup> Grade	<input type="checkbox"/> 1052 = Graduate certificate	<input type="checkbox"/> 1048 = Formal certificate or diploma (more than or equal to one year)
<input type="checkbox"/> 0792 = 3 <sup>rd</sup> Grade	<input type="checkbox"/> 1053 = First professional degree (e.g. DC, DDS, MD, DO, DVM, LLB, JD, M.Div.)	<input type="checkbox"/> 2408 = H.S.completers (e.g certificate of attendance)
<input type="checkbox"/> 0793 = 4 <sup>th</sup> Grade	<input type="checkbox"/> 1054 = Master's degree (e.g. MA, MS, M.Ed, MSW, MBA.)	<input type="checkbox"/> 2409 = H.S. equivalency (e.g.GED)
<input type="checkbox"/> 0794 = 5 <sup>th</sup> Grade	<input type="checkbox"/> 1055 = Specialist's degree (e.g. ED.S)	<input type="checkbox"/> 1043 = No school completed
<input type="checkbox"/> 0795 = 6 <sup>th</sup> Grade	<input type="checkbox"/> 1056 = Post-Professional degree	<input type="checkbox"/> 9999 = Other
<input type="checkbox"/> 0796 = 7 <sup>th</sup> Grade	<input type="checkbox"/> 1057 = Doctoral degree (e.g. Ph.D, Ed.D)	
<input type="checkbox"/> 0798 = 8 <sup>th</sup> Grade		
<input type="checkbox"/> 0799 = 9 <sup>th</sup> Grade		
<input type="checkbox"/> 0800 = 10 <sup>th</sup> Grade		
<input type="checkbox"/> 0801 = 11 <sup>th</sup> Grade		
<input type="checkbox"/> 1044 = H.S. diploma		
<input type="checkbox"/> 1809 = 12 <sup>th</sup> grade, no diploma		

**END of Student Information.**

**Parent/Guardian/Family Information**

Parent/Guardian 1

First Name: \_\_\_\_\_ Middle: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_ Apt#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ WorkPhone: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Parent/Guardian 2

First Name: \_\_\_\_\_ Middle: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_ Apt#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ WorkPhone: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Does the student have any siblings?

Name	Age	Current School
------	-----	----------------

_____	____	_____
-------	------	-------

_____	____	_____
-------	------	-------

_____	____	_____
-------	------	-------

_____	____	_____
-------	------	-------

_____	____	_____
-------	------	-------

_____	____	_____
-------	------	-------

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<b><u>Emergency Contact Information</u></b>	
First Name: _____	Last Name: _____
Address: _____ Apt#: _____	
City, State, Zip: _____	
Emergency Phone Number: _____	This is (Check One Only) <input type="checkbox"/> Cell <input type="checkbox"/> Work
<input type="checkbox"/> Home	
Relationship to student: _____	

**END of Parent/Guardian Information**

Record #	Lottery #
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## PREPA TEC, LOS ANGELES

Lottery Form 2015-2016

STUDENT INFORMATION				
First Name	Middle Initial	Last Name	DOB (MM/DD/YY)	Gender <b>M</b> <b>F</b>
Grade Level <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12				
(ADDITIONAL STUDENT)				
First Name	Middle Initial	Last Name	DOB (MM/DD/YY)	Gender <b>M</b>
<b>F</b>				
Grade Level <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12				
(ADDITIONAL STUDENT)				
First Name	Middle Initial	Last Name	DOB (MM/DD/YY)	Gender <b>M</b>
<b>F</b>				
Grade Level <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12				
(ADDITIONAL STUDENT)				
First Name	Middle Initial	Last Name	DOB (MM/DD/YY)	Gender <b>M</b>
<b>F</b>				
Grade Level <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12				
PARENT/GUARDIAN INFORMATION				
Parent/Guardian #1 (First/Middle/Last)		Relationship to Student	Home Phone	Cell Phone
Address			Work Phone	
City		State	Zip	Preferred email address
Parent/Guardian #2 (First/Middle/Last)		Relationship to Student	Home Phone	Cell Phone
Address			Work Phone	
City		State	Zip	Preferred email address
NEIGHBORHOOD SCHOOL INFORMATION				
Neighborhood School Name				
Neighborhood School District				
My child currently attends (School Name/District)				
<b>Parent/Guardian Signature</b>			<b>Date</b>	

## XAVIER REYES

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### STRATEGIC PLANNING and MARKETING

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#### PROFESSIONAL PROFILE

- Goal-driven performer who has developed and directed organizational capacity-building strategies to achieve improved performance benchmarks in funding and membership development while collaborating with cross-functional staff teams, senior managers, board members, community representatives, and consultants.

#### COMPETENCIES GAINED THROUGH PROFESSIONAL AND EDUCATIONAL EXPERIENCE

- Product/Program Development, Positioning Strategies, Niche Marketing, Marketing Communications
- Public Relations, Community Organizing, Strategic Planning, Special-Events Management, Charter School Development

#### PROFESSIONAL EXPERIENCE

**CEO, Alta Public Schools, Los Angeles, CA - January 2013 to Present**

**Executive Director, Academia Moderna Charter School, Los Angeles, CA - January 2008 to 2013**

**Director, School Development and Outreach, California Charter Schools Association, Los Angeles, CA - October 2005 to January 2008**

- Successfully developed and launched *Charter Launch*, a statewide charter school development training program that prepares and guides educational leaders to successfully launch and operate their charter public schools. As a result of the program, Loyola Marymount U. shown interest in establishing an articulation agreement for a Masters of Education program and the New York Charter School Association has show interest in expanding the Charter Launch program nationally. Additionally, the US Department of Education granted \$3.7 million to open more charter schools under NCLB through the Charter Launch program.
- Created program from research position to fully functioning program in less than four months by formulating and directing all aspects of operations, product development, marketing, curriculum, positioning strategies, programming, staffing, organizational articulation and budget management.
- Organized high-profile project advisory cohort of existing school operators; directed logistics and trained a statewide facilitator staff of ten people; managed daily operations for the statewide program to assist new school developers.
- Assisted over thirty new charter school teams in the development of their state-standards-aligned schools; through classroom direct instruction and through on-line instructional approaches, delivered instruction and guidance for educational leaders.
- Designed and executed strategic marketing and promotional plan that achieved exceptional market penetration and resulted in exceeding projected attendance and revenue goals by 50 percent in our teacher recruitment job fairs.
- Maximized modest budget of \$7K to orchestrate multi-media marketing campaign that resulted in numerous placements and ad equivalencies yielding 5.7 million audience impressions in one month's time- many at EdJoin.com.
- Directed Web site design/development from concept through testing; site received the most hits upon launch than any other page in the organization web site.

- Negotiated and consulted on lead sponsor's cause-related marketing campaign, including TV, print, and internet.
- Managed creative teams/outside agencies in design, copywriting, production, and distribution of all print collaterals, such as press kits, direct mailers, brochures, and point-of-purchase displays; as well as all online marketing materials.

**New Facilities Community Outreach Rep., Los Angeles Unified School District, LA, CA  
July 2004 to October 2005**

- New Facilities development team member engaging the community, business, school, elected official, regulatory agencies, and community based organization sectors in the process of new school construction.
- Developed and implemented outreach strategies providing a vital forum between community and school district.
- Executed proactive communications, briefings and community meetings for new schools on project definition, site selection, relocation, design, environmental health and safety and construction.

**Director of Communications and Educational Programs, CHIRLA, Los Angeles, CA  
February 2002 to July 2004**

- Developed and implemented communications plans for all federal, state, and local immigrant policy issues.
- Cultivated funding; developed and managed numerous community education programs, such as with First Five CA.
- Serve as spokesperson, and oversaw all internal and external organizational communications and events.
- Developed and implement community education and outreach plan for hard-to-reach communities, as AB540.
- Produced and implement plan to extend to immigrant students the "Free Cash for College" with City and LAUSD.
- Developed and implemented plan to address immigrant barriers to healthcare: used focus groups in four languages throughout California, developed collateral based on policy evaluation and findings to implement outreach plan.

**V.P. of Marketing and Public Relations, Synercomm & Marketing, San Diego, CA  
November 1994 to February 2002**

- Managed numerous client accounts focusing on Hispanic marketing, e-commerce development, event marketing and development, product development, graphic design, advertising copy, translations and adaptations, entertainment publicity, custom publishing, and public relations.
- Functioned as in-house Publisher and Editor of Latinos Magazine, a national bilingual consumer magazine with a production run of 70,000.
- Conceptualized, designed and supervised marketing collateral, media kits, and campaigns advertising fir such clients as the Hispanic Chamber of Commerce.
- Developed and implemented public relations plans for national and local markets with such clients such as Jones Soda.
- Produced and implemented special events programs for events of approximately 150,000 people, including Harbor Days in Chula Vista, CA and Pluma Awards with the National Hispanic Media Relations Association.
- As Internet Developer and Editor of Yavas.com; designed, developed and launched e-commerce Web site generating an increase in sales of over 200 percent.
- Developed and implemented new media public relations and marketing campaigns for e-commerce sites.

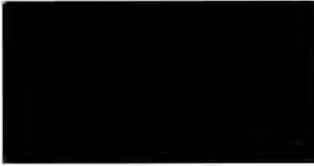
**EDUCATION and PROFESSIONAL DEVELOPMENT**

- *Master of Science in Public Administration*, California State University, Los Angeles, Los Angeles, CA, 2004

- *Bachelor of Arts in Political Science*, San Diego State University, San Diego, CA 1994; Minor: Art History
- *Executive Training: Charter School Leadership*, Harvard University, Cambridge, MA, 2006
- *Course: Community Resolution Training*, Loyola Law School, Los Angeles, 2002
- *Course: Spanish Media Training*, UCLA, Los Angeles, 2001

**CIVIC AFFILIATIONS and ACTIVITIES**

- Founding Board Member, Academia Moderna Charter School, South Gate, CA 9007 - present
- Founding Board Member, Design High School, Los Angeles, CA, 2006-2007
- Board Member, Fair Housing Foundation, Long Beach, CA, 2002-2003
- Member: Advisory Committee, First 5 L.A., Los Angeles, CA 2002-2003
- Convener: Spa 6 & 7, LA County Children's Planning Council, Los Angeles, CA, 2001-2003



# Barry Baxter

## Objective

To assist in the development of life-long learners who will add diversity and further development of a successful society.

## Experience

### 2013-Present ALTA Public Schools

#### Superintendent of Instruction

- Extended the Site Administrator Duties to include both a Middle School and an Elementary School
- Duties were oversight of duties listed as former Principal for both sites

### 2011-2013 Academia Moderna Charter Walnut Park, Ca

#### Principal

- Acquired candidacy for the International Baccalaureate Primary Years Program
- Acquired Stage 2 Candidacy for WASC accreditation.
- Developed a program of instruction, which achieved an 86-point growth in API in one year to 803.
- Decreased the number of suspensions by 99% and introduced a school wide bullying program.
- Involved in the development, application process and design of a new start-up charter for a middle school.

## General Administration

1. Attends meetings and sessions of the Board of Trustees, as required.
2. Assists the Executive Director in the preparation of information, recommendations, and reports for the agenda of the Board of Trustees meetings.
3. Administers the operations of the school in accordance with Board policy and administrative directions.
4. Provides for the maintenance, receipt and transfer of school and pupil records as required by law, Board policy and administrative directions.
5. Submits such reports as required by law, Board policy, and the regulations of State and Federal agencies.
6. Establishes a management system for the school assuring the optimum use of school and community resources.
7. Establishes appropriate councils and committees, providing for the participative involvement of staff, pupils, and community in the operation of the school.
8. Provides for the supervision and safety of pupils, staff, and visitors on the school grounds.

## Business Administration

1. Exercises direct supervision over the care and safety of the school buildings, grounds, and equipment in coordination with the District
2. Directs the Business services operations of the school, including the ordering, receipt, distribution, and storage of supplies and equipment in accordance with Board policy and administrative directives.

7. Assists in the projection of pupil enrollments and staff needs, as directed.

**Educational Administration**

1. Recommends policy changes to the Executive Director concerning the instructional program and pupil welfare.
2. Directs the implementation of the curriculum as approved by the Board of Trustees and as mandated by law and the regulations of State and Federal agencies.
3. Participates in curriculum development activities.
4. Performs frequent classroom observations.
5. Directs the assessment of pupil achievement and the identification of pupil needs.
6. Provides leadership to the staff in determining school objectives which support the attainment of educational goals of the school and which address the identified needs of the pupils of the school.
7. Assigns pupils based on their needs in accordance with the law, Board policy, and the regulations of State and Federal agencies.
8. Directs the implementation of categorical, auxiliary (music), and special educational programs operating at the school.
9. Coordinates the delivery of pupil personnel services provided to the school, including guidance and counseling, health/nurse, and psychological services.
10. Administers the library and instructional material services of the school, including textbooks.
11. Directs the pupil activity and special events programs of the school.
12. Establishes an educational climate for learning, which encourages acceptable pupil behavior and conduct.
13. Develops and implements organizational procedures for pupil discipline, including suspension, exclusion, and expulsion, as required by law and Board policies.

**Personnel Management**

1. Exercises direct supervision of all personnel assigned to the school.
2. Schedules certificated and classified personnel assigned to the school.
3. Evaluates the performance of the certificated and classified personnel assigned to the school in accordance with law and Board policies.
4. Recommends retention and/or termination of personnel assigned to the school.
5. Participates in the recruitment and selection of personnel, as directed.
6. Coordinates and reviews the work of consultants and resource teachers assigned to the school.
7. Identifies the in-service training and staff development needs of personnel assigned to the school.
8. Coordinates the staff development program at the school.
9. Participates in staff development programs for administrative personnel, including the IBPYP Program.
10. Establishes a climate and tone at the school which contributes to the best possible professional relationships among employees, encouraging high standards of performance with interest and pride in their accomplishments.

**Communication**

1. Develops and maintains a continuing program of public information for the school community regarding the accomplishments and needs of the school.
2. Explains and interprets Board actions and District activities, promoting understanding of school objectives and programs.
3. Serves as District agent in communication between the central administration and personnel assigned to the school, explaining and interpreting District actions and programs.
4. Is involved actively in the community.
5. Supports and works with parent organizations serving the school.
6. Directs the preparation and distribution of school publications.
7. Encourages effective communication between teachers and parents regarding school programs and pupil progress.

**2007-2011 Bert Corona Charter Pacoima, Ca**  
**Assistant Principal**

- Oversight of Aides/Scheduling, placement and assessment

- Oversight of Facilities/Scheduling, placement and assessment
- Oversight of discipline
- Testing coordination
- Formal observation and assessment of teachers
- Student counseling
- Teacher trainings in instructional practices
- Oversight of special programs
- Oversight of attendance

**2004-2007 Bert Corona Charter Pacoima, Ca**

**Teacher**

- Founding teacher involved in the development of this start-up charter
- Grade 6/7/8 English/Language Arts/Mathematics
- Helped in development of curriculum guidelines
- Helped in development of behavioral guidelines
- Worked with school board in development of school culture
- Student Council Advisor
- Administrative Designee
- Who's Who Among American Teachers

**2003-2004 Childhood Ed. Center La Canada, Ca**

**Lead Teacher**

Extended learning- Grades 4-5-6  
Substitute experience for grades 1-6.

**2003 A+ Educational Center Torrance, Ca**

**Co-Director/Educator**

Scheduling/Staffing  
Teaching children under the No Child Left Behind Program  
Interpreter for Spanish Speaking Clients

**1996-2001 Apperson Elementary Sunland, Ca**

**Lead Teacher**

CLAD Credential  
Taught 1<sup>st</sup> Grade 4 years Bilingual, 4<sup>th</sup> grade 1 year Bilingual  
1<sup>st</sup> grade reading champions school wide  
Class recognized for merit by congressman in Read Across America Campaign  
Brought several celebrities to read to children to promote lifelong readers  
Technology Chairperson 3 years  
Developed plan to network entire school (computers)  
Gave in-services on Language Arts and Technology strategies and curriculum  
Attended and presented workshops in Language Arts, Science, Math and Leadership in Boston, Chicago, Dallas, New Orleans, Las Vegas, and San Jose.  
United Teachers Los Angeles Chapter Chairperson  
UTLA Representative to House of Representatives/House Rules Committee  
California Representative for California Teachers Association to The National Education Association

1986-1996 Pinecrest Schools. Northridge, Ca

**Teacher**

Taught 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup> grade. All accelerated

Produced, Directed, Wrote, Choreographed and filmed video project for President Clinton's Environmental Awareness Competition. Second Place in National Finals

Received Mayor's Commendation for Excellence in Teaching

1980-1986 Haddon Ave. Elementary Pacoima, Ca

**Bilingual Teachers Assistant**

Assisted in grades 1-6 in all subject areas

Directed after school sports program. City Champions/Girl's Softball

Helped in Development and Maintenance of first math and Computer Lab

P.T.A. Vice President 2 years

Taught E.S.L. to Adults through Santa Rosa Church for Amnesty Program

**Education**

2011-2012 Cal State University Dominguez Hills

- Tier II Clear Administrative Credential

2005-2006 University of Phoenix

Masters of Administration in Education (October 2006)

GPA 3.98

Preliminary Administrative Credential

1983-1985 University of Southern California Los Angeles, Ca.

B.S. Education

Received California Teaching Credential 1994

1980-1982 Los Angeles Mission College Sylmar, Ca.

A.A. General Education

Graduated Cum Laude

**Interests**

Fishing, Camping, Reading and most of all worship ministry and family.

## **Rosa Lopez**



### **Objective**

Highly motivated individual, looking for an Accounting position in an environment where my experience and skills may be utilized to there maximum potential.

### **Experience**

**Alta Public Schools**

**2009-Present**

#### **Director of Student Service**

Communicates categorical and special program policies, guidelines, objectives, and procedures to school, parents, and administrators.

- Works cooperatively with District business, accounting, and personnel offices to coordinate program budgets and operations.
- Assists with categorical parent community advisory committees.
- Assigns pupil to special programs and makes all necessary arrangements for placement transportation; transfers of records; notification of parents, sending and receiving schools.
- Maintains numerous types of pupil records; average daily attendance; inventory of books, materials, equipment, and supplies.
- Provides supplies, materials, and equipment for all special classes.
- Administer all aspects of the Student Services Department for Academia Moderna Charter Schools
- Administer the total enrollment process for all students in Academia Moderna Charter Schools.
- Administer all zoning and rezoning issues for Academia Moderna Charter Schools.
- Distributes pertinent information and materials to be used by administrator, teachers, parents, and guidance personnel.

#### **Administrative Assistant**

- Performs routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepares and maintains students attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attends to student health and welfare as needed
- Receives and distributes mail; prepares outgoing mail
- Purchasing, maintains inventory, and distributes supplies and equipment as required

**Arcadia Chair 2008-2008**

- Accounts payable-Accounts Receivable Coordinator

Review purchase orders, invoices, or payment discrepancies and documentation, entering, posting and reconciling checks. Match invoices to purchase orders and packing slips. Create vouchers and post. Handle billing for shipped orders. Process daily bank deposits. Run weekly check for A/P payments. In addition, run various reports to review accuracy, make corrections prior to posting A/P. Other duties and special projects.

**Lopez Family Daycare 2007-2008**

- Interview parents explain daycare policies daily schedule collect all children information immunization records emergency contacts provide assistance by calling co-workers to check to see what parents need to qualify for government programs. Work directly with all child care agencies and food programs.

**Accountemps Robert Half International  
2007-2008**

- Accounts Payable Clerk

Match invoices to packing slip, code invoices by checking in rumba, key invoice in Lawson, file every day, and help with special projects.

**Leggett and Platt  
2000-2006**

- Senior Accounts Payable Clerk

Match invoices to packing slips, check all pricing on EPS system for all products that comes in for production, key all invoices on EPS for payments. Handle all phone calls on any questions regarding payment in formation. Switchboards back up every morning. Payrolls back up when needed and Monthly accruals every last of the Month and assist on closing Month end.

**The Wexford Collection, Inc.  
2000-2000**

Customer Service Representative

Exclusively handling the request for 24 Marketing Representatives, Daily e-mail correspondence with customers and Marketing Representatives, order entry and fax confirmations.

**Leggett and Platt  
1998-2000**

- Customer Service Representative

Handling phone call, data entry, solving customers issues, completion and follow through on credits debits, RTV forms fill out, and investigate new dealer set up.

**All Size Foam  
1994-1997**

- Customer Service Representative

Taking customer telephone orders, band deposit, and cashier and resolving customer's issues.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member: <i>Patricia Rogers</i>
Name of Proposed/Renewing Charter School: PREPA TEC, LA HIGH SHOOOL

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.  
The Board has the fiduciary responsibility; responsible for the health and welfare of all students and staff; it is the last authority in hiring the leaders of the schools; and the Board has the responsibility to keep the educational viability of the school at the highest levels possible.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.  
Integration of technology in the curriculum is the innovative feature of the school.
3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other

\* This questionnaire must be current within 12 months of petition submission.

*PR*  
Board Member  
Initials



**Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices. My litigation training and experience serves the school to protect against potential lawsuits and to prepare the Board from internal "self-dealing".

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict. Conflict of interest arises when a Board member's personal business or issues intersect directly with school business.
5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?  
The Board utilizes a balanced and democratic approach for sound decisions.
6. Describe your experience and/or connection with the community that your school proposes to serve.  
I am a life-long resident of the community working for its prosperity.
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?  
There have been many personal decisions I've had to make but I've always followed my heart and I have always been satisfied with the result.
8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?  
The Board will add new Board members that reflect the community and the values of integrity and community service the school is currently modeling.
9. Please identify your relationship, if any, with each of the following:
  - a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
    - Immediate Family (spouse, domestic partner, child, parent)
    - Non-immediate family
    - Professional/business
    - Friend
    - Casual/social
    - Other (Specify: )
    - None
  - b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
    - Immediate Family (spouse, domestic partner, child, parent)
    - Non-immediate family



**Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

- Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
  - One or more is non-immediate family
  - I have a professional/business relationship with one or more
  - One or more is a friend
  - One or more is a casual/social acquaintance
  - Other (Specify: )
  - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
  - One or more is non-immediate family
  - I have a professional/business relationship with one or more
  - One or more is a friend
  - One or more is a casual/social acquaintance
  - Other (Specify: )
  - None



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

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10. For any response of "professional/business," please describe the specific relationship.

NONE

Patricia Rogers

Printed Name of Board Member

11/23/14

Date



Signature of Board Member



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:  
**SUE JIN KIM**  
Name of Proposed/Renewing Charter School:  
**PREPA TEC, LA HIGH SHOOOL**

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.  
The Board has the fiduciary responsibility; responsible for the health and welfare of all students and staff; it is the last authority in hiring the leaders of the schools; and the Board has the responsibility to keep the educational viability of the school at the highest levels possible.
  
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.  
Integration of technology in the curriculum is the innovative feature of the school. The school is an IB school, providing teachers and students with learning experiences that meet international standards. The learning framework for the school cultivates a culture of creativity, critical thinking, and reflection. Furthermore, students engage with the

\* This questionnaire must be current within 12 months of petition submission.



**Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

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community through service-based opportunities. All of these aspects of the school align with 21<sup>st</sup> Century skills and the Common Core State Standards.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.  
I've worked in the field of education for 13 years. As an educator and program director in educational services / wrap-around intervention, I support the school in ensuring educational programming is rigorous and the academic needs of students are being met in practice and policy.
4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.  
Conflict of interest arises when a Board member's personal business or issues intersect directly with school business. An example would include having the schools partner with a Board Member's personal business.
5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?  
The Board utilizes a balanced and democratic approach for sound decisions. Policy and fiscal decisions are moved and supported by at least 2 members of the Board, and opportunities to dissent are provided prior to passing any motion.
6. Describe your experience and/or connection with the community that your school proposes to serve.  
I have worked in the community for several years and served similar demographics my entire professional career.
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?  
I've made several professional and financial decisions in my career. I put a concerted effort into considering the ramifications of a decision by asking the following questions:

Which option will produce the most good and do the least harm?  
Which option best respects the rights of all who have a stake?  
Which option treats people equally or proportionately?  
Which option best serves the community as a whole, not just some members?  
Which option leads me to act as the sort of person I want to be?



**Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

The Board will add new Board members that reflect the community and the values of integrity and community service the school is currently modeling.

9. Please identify your relationship, if any, with each of the following:

- a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)  
 Non-immediate family  
 Professional/business  
 Friend  
 Casual/social  
 Other (Specify: )  
 None

- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)  
 Non-immediate family  
 Professional/business  
 Friend  
 Casual/social  
 Other (Specify: )  
 None

- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)  
 Non-immediate family  
 Professional/business  
 Friend  
 Casual/social  
 Other (Specify: )  
 None

- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)  
 Non-immediate family  
 Professional/business  
 Friend  
 Casual/social  
 Other (Specify: )  
 None

A handwritten signature in the bottom right corner of the page.



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

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- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
  - One or more is non-immediate family
  - I have a professional/business relationship with one or more
  - One or more is a friend
  - One or more is a casual/social acquaintance
  - Other (Specify:      )
  - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
  - One or more is non-immediate family
  - I have a professional/business relationship with one or more
  - One or more is a friend
  - One or more is a casual/social acquaintance
  - Other (Specify:      )
  - None

A handwritten signature in the bottom right corner of the page.



**Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

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10. For any response of "professional/business," please describe the specific relationship.  
NONE

\_\_\_\_\_  
Date

SOE Jim Kim  
Printed Name of Board Member

[Signature]  
Signature of Board Member

[Handwritten mark]



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:  
Jesse Pelayo  
Name of Proposed/Renewing Charter School:  
PREPA TEC, LA HIGH SHOOOL

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

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1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.  
The Board has the fiduciary responsibility; responsible for the health and welfare of all students and staff; it is the last authority in hiring the leaders of the schools; and the Board has the responsibility to keep the educational viability of the school at the highest levels possible.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.  
Integration of technology in the curriculum is the innovative feature of the school.
3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other

\* This questionnaire must be current within 12 months of petition submission.

JP  
Board Member  
Initials



**Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices. My litigation training and experience serves the school to protect against potential lawsuits and to prepare the Board from internal "self-dealing".

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict. Conflict of interest arises when a Board member's personal business or issues intersect directly with school business.
5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?  
The Board utilizes a balanced and democratic approach for sound decisions.
6. Describe your experience and/or connection with the community that your school proposes to serve.  
I am a life-long resident of the community working for its prosperity.
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?  
There have been many personal decisions I've had to make but I've always followed my heart and I have always been satisfied with the result.
8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?  
The Board will add new Board members that reflect the community and the values of integrity and community service the school is currently modeling.
9. Please identify your relationship, if any, with each of the following:
  - a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
    - Immediate Family (spouse, domestic partner, child, parent)
    - Non-immediate family
    - Professional/business
    - Friend
    - Casual/social
    - Other (Specify: )
    - None
  - b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
    - Immediate Family (spouse, domestic partner, child, parent)
    - Non-immediate family



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

- Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
  - One or more is non-immediate family
  - I have a professional/business relationship with one or more
  - One or more is a friend
  - One or more is a casual/social acquaintance
  - Other (Specify: )
  - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
  - One or more is non-immediate family
  - I have a professional/business relationship with one or more
  - One or more is a friend
  - One or more is a casual/social acquaintance
  - Other (Specify: )
  - None



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

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10. For any response of "professional/business," please describe the specific relationship.  
NONE

Jesse Pelayo

Printed Name of Board Member

12/03/2014

Date

A handwritten signature in cursive script, appearing to read "Jesse Pelayo".

Signature of Board Member



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member: <u>Ricardo Ortega</u>
Name of Proposed/Renewing Charter School: <u>PREPA TEC, LA HIGH SCHOOL</u>

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

- Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.  
In order of importance:
  - Hire and evaluate the CEO.
  - Adopt and oversee the annual budget.
  - Set vision and goals for the organization.
  - Set policies for the school and update as needed.
  - Approving contracts with outside vendors.
- Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve.  
Please be specific.  
Prepa Tec will be a model school of life-long learning through the International Baccalaureate Middle Years Program (IBMYP) in the United States. Research says students in International Baccalaureate MYP show better world understanding and higher

\* This questionnaire must be current within 12 months of petition submission

RO  
Board Member  
Initials



**Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

participation in advanced academics; MYP students also more likely to engage in service learning projects in school and to participate in volunteer activities outside of school

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.  
I currently serve on two boards, one is my HOA Board of Directors which consists of 176 unit complex. In addition I currently serve in Alta Public schools.
4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict. A scenario that would describe conflict of interest would be one in which a vendor is a relative/friend of someone that currently works or serves as a Board Member for which the vendor is making a bid for. The steps would be to disclose any "conflict of interest" and take it to the Board for a vote. If the potential conflict is with one of the Board Members then he/she should abstain from any discussion and/or vote.
5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?  
Some of the factors would be financial, the impact the decision will have on the students, staff and or the school.
6. Describe your experience and/or connection with the community that your school proposes to serve.  
I worked in the community and my children are currently attending school there.
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?  
A difficult professional decision was when I had to spend quite a lot of money to upgrade a piece of equipment that was at its end of life cycle. The company has a policy against doing upgrading end of life cycle hardware. The cost of moving the environment to a supported site were approximately 8 times higher. It was explained to the client and upper management the risks and why it was being done. We all came to the conclusion that upgrading the end of life cycle hardware was the best option we had.
8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?  
The Board ideally should be composed of member with different skills (ie Law, financial, educational, real estate, etc). But mainly the Board Member needs to
9. Please identify your relationship, if any, with each of the following:
  - a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.  
 Immediate Family (spouse, domestic partner, child, parent)

RO  
Board Member  
Initials



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify: )
- None

b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify: )
- None

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify: )
- None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify: )
- None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent)
- One or more is non-immediate family
- I have a professional/business relationship with one or more
- One or more is a friend
- One or more is a casual/social acquaintance
- Other (Specify: )
- None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent)
- One or more is non-immediate family



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

- I have a professional/business relationship with one or more
- One or more is a friend
- One or more is a casual/social acquaintance
- Other (Specify: )
- None

10. For any response of "professional/business," please describe the specific relationship.

NONE

Ricardo Ortega

Printed Name of Board Member

12/3/2014

Date

*Ricardo Ortega*

Signature of Board Member



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:  
DR. JEFFRY RANDALL  
PHILLIPS  
Name of Proposed/Renewing Charter School:  
PREPA TEC, LA HIGH SCHOOL

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

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Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.  
As a member of the Board, priority roles include oversight and overall fiduciary responsibility, which includes, but is not limited to ensuring the well being of students and respective staff, continuous healthy environment for same, oversight of the hiring process of key decision makers of the school, and ensuring that the education provided is of the highest caliber, and thus providing a world class education for its students.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.  
The school has taken a lead in providing technology integration within its curriculum.

\* This questionnaire must be current within 12 months of petition submission.

  
Board Member



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

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3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices. I bring four years of direct experience as a Board member for an associated charter school. Additionally, I bring the academic faculty perspective from a university level, and that of an academic in public administration, as well as professional management experience in the criminal justice system. I am able to draw upon the aforementioned to apply analytical as well as pragmatic guidance to the school's executive director.
4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict. A conflict of interest wherein I see a need for immediate action from the Board would include any situation that encompasses self gratification, or gain by any board member, or any other school employee, outside of their normal contractual duties. My expectation is that the Board would proper action to stop any inpropriety, and fix the issue immeditately .
5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?  
The Board would have utilize a democratic decision making method, such as by vote, in order to make decisions. This would include opportunity for each member to voice concerns, ask proper questions, and inquire to a level of satisfaction, allowing for pragmatic decision-making.
6. Describe your experience and/or connection with the community that your school proposes to serve.  
I grew up in the community and experienced hardship in being able to obtain a quality education. I am therefore committed to the school's efforts in providing an education that will lead to students' success.
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?  
I have had the experience of being part of making difficult decision as a Board member, during the recent fiscal crisis, wherein fiscal cuts had to be made, including reducing the pay of teachers. These cuts were very difficult, but made with much contemplation and counseling among key decision makers.

A handwritten signature in black ink, located in the bottom right corner of the page.



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?  
There is certain criterion I would consider, such as the belief in a charter school education, professional background, and commitment to the Board and school.

9. Please identify your relationship, if any, with each of the following:

- a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: Currently serve on Board for Executive Director)
  - None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: Currently serve on Board for Proposed Director)
  - None

A small, handwritten signature or mark in the bottom right corner of the page.



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

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- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
  - One or more is non-immediate family
  - I have a professional/business relationship with one or more
  - One or more is a friend
  - One or more is a casual/social acquaintance
  - Other (Specify: Currently serve on Board with other members)
  - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
  - One or more is non-immediate family
  - I have a professional/business relationship with one or more
  - One or more is a friend
  - One or more is a casual/social acquaintance
  - Other (Specify: )
  - None

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**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

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10. For any response of "professional/business," please describe the specific relationship.  
NONE

JERRY R. PHILIPS

Printed Name of Board Member

12/01/14  
Date

A handwritten signature in black ink, appearing to read "Jerry R. Philips", written over a horizontal line.

Signature of Board Member



**Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

Name of Board Member: <u>BOBBI SHIMANO</u> Name of Proposed/Renewing Charter School: <u>PREPA TEC, LA HIGH SHOOOL</u>
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**CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\***

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.  
The Board has the fiduciary responsibility; responsible for the health and welfare of all students and staff; it is the last authority in hiring the leaders of the schools; and the Board has the responsibility to keep the educational viability of the school at the highest levels possible.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.  
Integration of technology and international study in the curriculum are the innovative features of the school.
3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other

\* This questionnaire must be current within 12 months of petition submission.

HBS  
Board Member  
Initials



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
  - Non-immediate family
  - Professional/business
  - Friend
  - Casual/social
  - Other (Specify: )
  - None
- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
  - One or more is non-immediate family
  - I have a professional/business relationship with one or more
  - One or more is a friend
  - One or more is a casual/social acquaintance
  - Other (Specify: )
  - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
  - One or more is non-immediate family
  - I have a professional/business relationship with one or more
  - One or more is a friend
  - One or more is a casual/social acquaintance
  - Other (Specify: )



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

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10. For any response of "professional/business," please describe the specific relationship.

NONE

BOBBI SHIMANO

Printed Name of Board Member

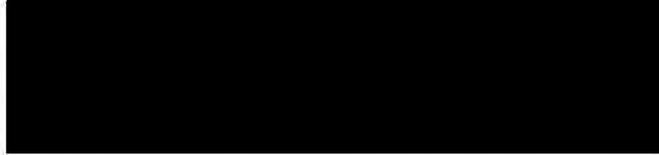
11/7/14

Date

HBS

Signature of Board Member

**Robbi Shimano**



**Experience:**

- 2011 – Present                      Community Bank, Santa Fe Springs, CA.**  
Vice President / Relationship Manager; managing a portfolio of medium sized commercial clients; obtain and prescreen financial packages for underwriting; emphasis on prospecting and business development; focus on International banking
- 2009 – 2011                        Union Bank, Los Angeles, CA.**  
Assistant Vice President / Japanese American Corporate Dept, Pacific Rim Corporate Group; managed a portfolio of 40 relationships; structured and monitored commercial loans for businesses and non-profit organizations of annual revenue size between \$5MM and \$400MM; loan sizes between \$250M and \$17MM; prospecting and business development; cross sales of other banking products
- 2003 – 2009                        Comerica Bank, Los Angeles, CA.**  
Assistant Vice President / Small Business Banking Group, Los Angeles County; managed a portfolio of 40 relationships with businesses and non-profit organizations of annual revenue size between \$2MM and \$200MM; loan sizes between \$250M and \$10MM; structured and underwrote various commercial loans including line of credit, term loan, comm'l R/E purchases & refinance, trade finance, foreign exchange line, interest rate swap, industrial revenue bond and SBA 504 loans; prospecting and business development; cross sale of merchant services, treasury management, retail and private banking products; originally hired as a credit analyst and successfully completed a comprehensive credit training program; rotations include Private Banking and Middle Market groups
- 2002 – 2003                        UTC Overseas, Inglewood, CA.**  
Export Manager; air and ocean export operations; L/C negotiations
- 1995 – 2002                        Seino America, Inc., Inglewood, CA.**  
NVOCC Development Manager; increasing and monitoring NVOCC traffic; managed major clients and assisted them in various transportation needs, acted as an alias for overseas agents in Asia
- 1993 – 1995                        Sumitomo Warehouse (U.S.A.), Inc., Torrance, CA.**  
Assistant to the sales manager; air and ocean export operations, L/C negotiations; occasionally visited major clients with the sales manager

**Education:**

**August 1992                        California State University, Fullerton, CA.**  
Earned a B.A. in Economics with high honor (overall GPA of 3.8); Minor in Sociology and Management Information System

Other courses completed at own expense  
Individual income tax returns, Management

Languages:     Fluent in Japanese (completed high school in Tokyo, Japan)

Computer:     Bakerhill, Microsoft Word, Excel, Powerpoint, AFS

Social Involvements     Volunteer as a caregiver at local hospices since 2000  
Corporate advisory council board member at Asian Business Association from 2006 to 2009  
Board member of Southern California Reinvestment CDFI from 2008 to 2009

References     Excellent references available upon request



**Patricia Rogers**

**Professional Profile**

- A creative, energetic business leader with extensive experience in sales and marketing.
- Proven abilities in sales, strategic planning and business management.
- A seasoned professional who works well under pressure.
- Strong work ethic with a demonstrated ability to manage multiple high level projects.
- Ability to effectively partner with and present to management/executives of levels.

**Experience**

*December 2001-Present City National Bank*

**VP/Senior Private Banker, Private Client Services**

- Handles large, complex and sensitive account relationships.
- Wealth Management experience
- Experienced in all of private banking products and services, including credit process.
- Strong sales and business development skills
- Strong operations skills
- Strong networking skills
- Well-developed analytical and problem-solving skills

*Oct. 2000–December 2001 City National Bank*

*Oxnard, CA*

**Financial Sales Officer**

- Business Development via telemarketing, direct mail, and client calls. Market products to existing and prospective clients.
- Marketed Cash management products to prospective clients.
- Helped organize and participate in Bank Core Campaigns.
- Proficient in Operations, including New Accounts, Vault Balancing, investment accounts, installment and commercial loans, and wire transfers.
- Represented the Bank in formal presentations to various Community associations.

*1987-1994*

*City National Bank*

*Beverly Hills, CA*

**Loan Administration Officer**

- Prepared and reviewed loan documents for Commercial, Installment, Equity and Personal lines of credit, security agreement, UCC's and other forms of collateral.
  - Worked directly with lending officers, loan documentation specialists, and attorneys.
- Reviewed all loan and legal documents for accuracy.

**Education**

**Other Qualifications**

# SUE JIN KIM

## EDUCATION

UNIVERSITY OF SOUTHERN CALIFORNIA Doctor of Education – In Progress	September 2012
UNIVERSITY OF SOUTHERN CALIFORNIA Master of Arts in Teaching	November 2010
UNIVERSITY OF CALIFORNIA, LOS ANGELES Bachelor of Arts in Anthropology	September 2005

## TEACHING EXPERIENCE

<b>Program Director, ASES Prep</b> After School Education and Safety Program, Norwalk La-Mirada Unified School District <ul style="list-style-type: none"> <li>❖ Earned California School Board Association’s Golden Bell Award 2012 for “Closing the Achievement Gap”</li> <li>❖ Oversee 12 after school intervention programs, directing staff of 72 educators and managing administrative responsibilities</li> <li>❖ Develop systems for progress monitoring and analyze student testing data (i.e. benchmark exams and CST results)</li> <li>❖ Develop and facilitate professional development for leadership members and educators around pedagogical methodologies and approaches</li> </ul>	July 2009 – June 2010 Norwalk, CA
<b>Site Coordinator, ASES Academic After School Program</b> DD Johnston Elementary School, Norwalk La Mirada Unified School District <ul style="list-style-type: none"> <li>❖ Managed after school intervention program, directing staff of 4 educators and handling all administrative responsibilities</li> <li>❖ Analyzed and organized student testing data (i.e. benchmark exams and CST results) for the purposes of academic intervention</li> <li>❖ Designed assessment models, “Cycles of Inquiry,” for district-wide implementation to monitor student academic progress and teacher effectiveness</li> <li>❖ Developed and facilitated professional developments for ASP educators around pedagogical methodologies and approaches</li> </ul>	Dec 2008 – July 2009 Norwalk, CA
<b>Assistant Director/ 3<sup>rd</sup> Grade Intervention Teacher, AMLA Academic After-School Program</b> Aspire Public Schools (Antonio Maria Lugo Academy –Rita) <ul style="list-style-type: none"> <li>❖ Developed and facilitated trainings for ASP teachers in classroom management and communicative strategies for lower elementary</li> <li>❖ Handled administrative tasks and analyzed testing data for the use of teachers and program evaluation</li> <li>❖ Designed and implemented curriculum based on power standards, testing data, and Guided Reading</li> </ul>	Jan 2006 – Sept 2008 Huntington Park, CA
<b>Director, AMLA Performing Arts Program</b> Aspire Public Schools (Antonio Maria Lugo Academy – Rita) <ul style="list-style-type: none"> <li>❖ Developed music and dance program for K – 4<sup>th</sup> grade</li> <li>❖ Produced and directed whole-school productions ranging in themes from “Broadway” to “Music and Dance through the Decades”</li> </ul>	Aug 2007 – Sept 2008 Huntington Park, CA
<b>Enrichment Teacher/ Staff Member, STAR Education</b> Westwood Charter School <ul style="list-style-type: none"> <li>❖ Directed after-school site’s theater program, coordinating events and instructing the enrichment theater course</li> <li>❖ Directed large-scale production of “The Wizard of Oz”</li> <li>❖ Designed and implemented curriculum in Math, Science, English, and Drama for students ranging from K-5<sup>th</sup> grade</li> </ul>	Nov 2005 – June 2006 Los Angeles, CA
<b>Team Leader/ Tutor, UCLA BruinCorps</b> Belvedere Middle School Culver City Teen Center <ul style="list-style-type: none"> <li>❖ Managed a group of 12 tutors at a school site by coordinating schedules, facilitating communication between teachers and tutors, and conducting program related meetings</li> <li>❖ Collaborated with other team leaders in the development of tutoring workshops and community outreach events</li> <li>❖ Tutored middle school and high school students in Math, Science, and English, during in-class and after school instruction</li> </ul>	Sept 2002 – Sept 2005 Los Angeles, CA Culver City, CA

**LEADERSHIP EXPERIENCE AND EXTRACURRICULAR ACTIVITIES**

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**Founder, Fight For Youth**

March 2012 – Present

- ❖ Non-profit fundraising organization, under fiscal oversight of League of United Latin American Citizens (LULAC) to support at-risk youth in the City of Norwalk
- ❖ Fundraising efforts amount to approximately \$24,000 to date

**Presenter, BOOST Conference**

**April 2012**

- ❖ Facilitated workshops on Common Core and Social Justice integration into curriculum for educators and administrators

**Resident Artist, Tuesday Night Café**

- ❖ Community arts collective for artists, activists, educators, organizers, professionals, to promote cultural, social, and political awareness

**Musician/Performer, Singer/ Songwriter/ Keyboardist**

**June 2005 – Present**

**President/Founder, Bruin Figure Skating Club (UCLA's premiere competitive figure skating team)**

**Sept 2003 – June 2006**

**Competitor/ Instructor, International Skating Institute and the United States Figure Skating Association**

**Jan 1994 – March 2005**

**SKILLS**

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- ❖ Familiarity with categorical funding and the impact on schools and districts
- ❖ 5 years of general administrative experience
- ❖ Proficiency in MS Excel, MS Power Point, MS Word, MS Outlook, Adobe PhotoShop, Pro Tools
- ❖ Type (WPM 85)

JESSE PELAYO



**Experience**

2009 to Present Dollar Book Fair

**President / Founder**

- Run a chain of bookstores throughout Southern California.
- Oversee up to 90 employees in different company roles.
- Hire new personnel for different positions within the company.
- Oversee the building of new locations in California and Oregon
- Expand company to 15 locations.
- Oversee the budget for new store build-ups
- Develop literacy programs within the communities we serve.

Technology Adviser - 2007 to 2012 Los Angeles Unified School District

- Support principals and teachers on the use of technology.
- Review and introduce new technologies to superintendent of schools.
- Oversee and implement district educational technology plan.
- Oversee the development of technology infused lessons for schools within district.

**Employment**

1998 – 2007 Franklin High School Los Angeles CA

**Social Studies / Technology Teacher**

- Develop Curriculum for History Department.
- Department head in charge of Small Learning Community focused on Technology.
- Provide staff development to teachers and administrator on infusing technology in subject matter.

2006 - 20010 Franklin High School Los Angeles, CA

**Title 1 Coordinator**

- Provide support for classroom teachers in all levels of instruction.
- Oversee the implementation of School Single Site Plan.
- Oversee the School Site Council group.

2001 - 2006 Franklin High School Los Angeles, CA

**Technology Coordinator**

- Develop and implement the Trainer of Trainer model for teachers in order to integrate technology in the educational program.
- Formulated and implemented the Digital High School plan to install infrastructure for the campus.
- Managed a group of technicians to provide technical support to classrooms and offices.

**Education**

1992 - 1998

JESSE PELAYO



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**CSULA**

**Los Angeles, CA**

**Criminal Justice BS**

2001 - 2003

**Interests**

Reading, Programming, Technology, Social Entrepreneurship

**References**

available upon request.

**RICARDO ORTEGA**

**OBJECTIVE** Seeking to be Parent Representative of the Academia Moderna Board of Directors.

- SUMMARY OF QUALIFICATIONS**
- Board Member of HOA that consists of 176 Units.
  - Volunteer in various activities at Academia Moderna.
  - Over eight years of experience providing desktop support in Call Centers and in environments with a large population of Engineers.
  - Extensive experience isolating and diagnosing a wide range of common PC hardware, software and network problems.
  - Ability to work well individually and collaboratively.

**EXPERIENCE – Present** **Professional Technical Architect** **July 2010**

**ATT Services Inc, Alhambra, CA**

- Planning and Design of Storage Area Networks.
- Conduct Quality Assurance for home grown applications.
- Act as liaison for my group with Cisco Systems.

**June 2010** **Sr. Systems Analyst** **January 2005 –**

**SBC Services Inc, Alhambra, CA**

- Maintenance and support of Brocade, McData and Cisco SAN Fabrics.
- Helped cover a shift to provide 24x7 coverage.
- Work closely with System Administrators and IT planning groups to ensure successful implementation.

**December 2004** **Sr. Communications Specialist** **October 2000 –**

**SBC Services Inc, Los Angeles, CA**

- Provide desktop support both hardware and software related for clients.
- Assist with the computer lease roll process during and after business hours.
- Responsible for SMS software distributions by creating queries, collections, advertisements and remediating any failures.
- Write batch files to automate different tasks.
- Remote PC repair using VNC and Radmin.

**August 2000** **Jr. System Administrator** **April 2000 -**

**eHow Inc, San Francisco, CA**

- Added user accounts which included the set up of home directories and logon scripts.
- Assisted with general phone, computer and LAN maintenance.
- Created email accounts, distribution lists using Exchange 5.5.
- Maintained documentation for network-related procedures and standards.
- Helped cover a shift to provide 24x7 coverage.

**EDUCATION**

**California State University, Los Angeles**

***Bachelor of Science in Computer Science (BSCS)***

*December 1998*

***Minor in Mathematics***

**Heald College, School of Business and Technology**  
**Network Technology, Cisco Systems (CCNA)**

**June 2000**

***Network Technology, Microsoft Windows NT (MCSE)***

*October 1999*

**CERTIFICATIONS**

Microsoft Certified Professional + Internet (**MCP + I**)  
Microsoft Certified Systems Engineer (**MCSE**) NT 4.0 Track

**ADDITIONAL  
2010 - Present  
INFORMATION  
June 2011**

Board Member – Autumn Pointe HOA (Treasurer)      **September**  
Board Member – School Site Council (Vice-President)      **September 2010 –**

**SKILLS**

**Bilingual:** English/Spanish.  
**Computer Language:** Dos scripting, C, Assembly and HTML 3.0.

**Computer Knowledge:** Windows 7/XP/2000, Windows NT 4.0/3.51, Solaris 2.6, MS Office 2002, Sun workstations (Ultra/SPARC series), Dell, HP, IBM, Toshiba, Compaq laptops and desktops, X86 PC based hardware, Networking hardware, Protocols and LAN/WAN configuration

## Jeffrey R. Phillips

### **Summary of Qualifications**

Over 17 years of experience in criminal justice at the local and federal level, initially working in support staff positions, and rising through various roles and responsibilities with increased oversight. Have a fundamental understanding of law enforcement procedures, and the inherent organizational culture. Have direct experience in conducting inspections, and complex investigations and audits pertaining to critical incidents in law enforcement and a detention (correctional) setting. Possess the necessary technical, interpersonal, and analytical skills, and consistently seek direct application of previous work experience and post graduate studies to the field.

### **Professional Experience**

**Elite Performance Auditing Consultants**                      **Dates Employed: 04/09 - Present**  
**2955 E. Hillcrest Dr. Suite 108, Thousand Oaks, CA 91360**

- As President for the company, main objectives are to oversee the auditing, marketing, and training aspects of the firm, while serving as the primary contact in contract negotiations with public safety entities.
- Responsible for ensuring the mission of the company remains true to enhancing the professionalism, efficiency, and effectiveness of law enforcement organizations, wherein our core services produce a reduction in liability through risk assessment, audits & inspections, training, policy review, and best practices.

**Los Angeles Police Department**                                      **Dates Employed: 01/05 - Present**  
**221 North Figueroa Street Suite 300, Los Angeles, CA. 90002**

- Served as a project manager with direct oversight of staff auditors and sworn personnel. Have completed complex audits relating to the Los Angeles Police Department consent decree in the areas of search warrants, uses of force, arrest, booking, and charging reports, complaint investigations, confidential informants, and Gang Enforcement Detail selection criteria.
- Have been assigned as an Acting Officer in Charge, and as an Assistant Officer in Charge for Audit Division, having direct oversight for clerical, professional auditors, and sworn personnel. I have been responsible for analyzing and evaluating intricate investigations, drawing conclusions and providing sound recommendations to LAPD command staff.
- Completed numerous assignments at the request of the Chief of Police pertaining to Uniform Crime Reporting and the Use of Seatbelt in Traffic Collisions, as well as collaborative investigations with internal affairs.
- Responsible for conducting in depth inquiries (factsheets) of officers identified during the aforementioned audits, wherein a pattern assessment has been conducted and such patterns of questionable conduct has been established for the

officers. In such cases, have articulated the findings and reported them to the Bureau Chief and Chief of Police, who then forward the information to internal for appropriate action.

- As an Assistant Team Leader for the Gang Enforcement Evaluation Section, responsible for oversight and the review of comprehensive performance audits of police department programs, procedures, and activities as they relate to the LAPD gang enforcement details. Such oversight includes the review of data analysis, audit documents, and audit reports associated with gang related arrests, booking and charging processes, search warrants, uses of force, performance evaluations, supervisory oversight, and gang intelligence.
- Have close working relationships with employees, and assist them with operational and personnel issues.
- Meet with department commanding officers to explain the auditing process, and the results of audits conducted of their respective commands.
- Have made presentations to various divisions, explaining the auditing process, implications of risk issues, and results of audits.
- Assigned supplementary duties include being an instructor in the Basic Law Enforcement Performance Auditor Course, wherein I am certified through the State of California Police Officer Standards and Training (POST), to instruct and facilitate courses in auditing standards, risk assessment, population sampling and fieldwork analysis.

**Mount Saint Mary's College**

**Dates Employed: 09/07 - Present**

**12001 Chalon Rd., Los Angeles, CA 90049**

- Serve as a part-time faculty member of the Sociology Department, teaching criminal justice courses.
- Instruct students from a diverse background on the various aspects of the criminal justice system, and include my professional experience in law enforcement and corrections.
- Coordinate presentations and tours of other criminal justice components, such as: the Los Angeles County Coroners Office; Los Angeles Police Department - Scientific Investigation Division; Los Angeles County District Attorney's Office; and, the United States Bureau of Prisons.

**US Immigration & Customs Enforcement**

**Dates Employed: 10/95 – 01/05**

**2001 Seaside Ave., San Pedro, CA. 90731**

- As a detention officer (1995-1996), responsible for executing duties pertaining to the day to day operation of a criminal detention facility. Served as a member of the Special Operations Response Team (SORT), and responded to critical incidents pertaining to the security of the facility such as disturbances, riots, unruly detainees, and hostage situations.
- As a line supervisor (1996-1997), had oversight of detention officers, and responded to request for supervisor calls throughout the entire facility.
- As a shift commander (1997-2000), had oversight of 65 detention officers, developed weekly shift and assignment schedules, vacation schedules, completed performance

evaluations, dealt with personnel issues, and had overall shift coordination responsibility of the 450 bed criminal detention center.

- Experience in dealing with criminal detainees, gang members, and diffusing situations that had potential for escalating to major critical incidents.
- As an Accreditation Manager (2000-2005) my responsibilities included monthly compliance inspections to ensure proper implementation of local policies according to National Detention Standards as set forth by the headquarters office in Washington D.C.
- Performed yearly complex audits of all detention operations in such areas as health and safety, security, legal rights, recreation, critical incident management, and administrative records.
- Conducted monthly analyses of the facility's structure and security, staff and significant incidents. Conducted and supervised investigations pertaining to officer involved uses of force, detainee crimes, detainee assaults, in-custody deaths, riots and facility disturbances. Prepared comprehensive reports for Department of Homeland Security Officials.
- Briefed government executives at the Los Angeles Field Office and Washington D.C. on all related issues pertaining to the criminal detention facility.
- Conducted yearly training for various departmental staff members on ethics in the work place, report writing and local operating procedures. Additionally, responsibilities included obtaining facility accreditation from the American Correctional Association (ACA) every three years and reporting facility compliance, discrepancies, and plans of action on a yearly basis to an ACA panel.

**Education:**

- California State University, Los Angeles, Los Angeles CA. 90032
  - **Bachelor of Science, March 2003, Major: Criminal Justice**
- California State University of Los Angeles, Los Angeles CA. 90032
  - **Master of Science in Public Administration, December 2005**
- University of La Verne, Los Angeles Ca. 91750
  - Doctor in Public Administration, Fall 2012

**Job-Related Courses and Certifications:**

- Rio Hondo Police Academy – Basic Police Academy Certificate, 1994
- American Correctional Association – Correctional Officer Course I & II, Supervisory Training and Advanced Supervisory Training, San Pedro CA. 1995, 1996, 1997, 1998
- Basic Law Enforcement Police Auditor Course – Los Angeles Police Department, 2005
- Institute of Internal Auditors – Peer Review Workshop for Government Audit Shops, 2006
- Institute of Criminal Investigation Instructor Course Phase I, II & III, September 2006
- Certified Fraud Examiner, 2006
- Certified Government Auditing Professional, 2007

**CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE**

Prepa Tec Los Angeles High School  
 (Name of Proposed Charter School)

The proposed charter school will be a (check the box that best describes the status of the proposed charter school):

- Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation 2015. (Signatures of 50% required)
- Conversion Charter School: Total number of permanent status teachers currently employed at the school \_\_\_\_\_. (Signatures of 50% required)

**WE, THE UNDERSIGNED CREDENTIALLED TEACHERS, have read and agree to the contents of the attached charter school proposal dated 12/16/14 and will work towards its implementation. Our signatures indicate that we are meaningfully interested in teaching at this charter school.**

Date of Signature	Teacher's Name (Please Print)	Street Address	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	Teacher's Signature	City, Zip Code					
✓ 11/10/14	Garrick M. Lam <i>[Signature]</i>						
✓ 11/10/14	Alycia Navalta <i>[Signature]</i>						
✓ 11/10/14	Patricia Rojas <i>[Signature]</i>						
✓ 11/10/14	Kare P. Pa <i>[Signature]</i>						
✓ 11/10/14	Jennifer Mack <i>[Signature]</i>						
✓ 11/10/14	SETH D. KING <i>[Signature]</i>						
✓ 11/10/14	Jennifer Recker <i>[Signature]</i>						
✓ 12/16/14	Leandro Amaro <i>[Signature]</i>						

9/9/2014

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**

**Last Name:** ROJAS  
**First Name:** KARLA  
**Middle Name:** PATRICIA

**Document Information:**

**Document Number:** 140133175  
**Document Title:** Single Subject Teaching Credential  
**Term:** Preliminary  
**Status:** Valid  
**Issue Date:** 7/1/2014  
**Expiration Date:** 8/1/2019  
**Original Issue Date:**  
**Grade:**  
**Special Grade:**  
**SB1969 (Title 5 §80487):**

*Core (yes)  
Physical  
Services*

**Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SCX
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SBS
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right

**Renewal Code** | **Renewal Description**

emergency credentials or permits held, as specified in Education Code Section 44253.3.		
<b>Renewal Requirements</b>		
Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.		1 - 1 of 1
<b>Renewal Code</b>	<b>Renewal Description</b>	<b>Additional Description</b>
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required
<b>Employment Restrictions</b>		
No Records		

Educator's Last Name.

**Educator Information:**

**Last Name:** RUCKER  
**First Name:** JENNIFER  
**Middle Name:** A.

**Document Information:**

**Document Number:** 120575670  
**Document Title:** Education Specialist Instruction  
 Credential  
**Term:** Clear  
**Status:** Valid  
**Issue Date:** 6/15/2012  
**Expiration Date:** 7/1/2017  
**Original Issue Date:** 10/26/2009  
**Grade:**  
**Special Grade:**  
**SB1969 (Title 5 §80487):**

Authorization / Subjects					
Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3MM	This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, and emotional disturbance, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.	MM	Mild/Moderate Disabilities	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid non-	NONE		MAJ	

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**

**Last Name:** NAVALTA  
**First Name:** ALYFLOR  
**Middle Name:** BRAVO

**Document Information:**

**Document Number:** 140029234  
**Document Title:** Single Subject Teaching Credential  
**Term:** Preliminary  
**Status:** Valid  
**Issue Date:** 2/12/2014  
**Expiration Date:** 3/1/2019  
**Original Issue Date:**  
**Grade:**  
**Special Grade:**  
**SB1969 (Title 5 §80487):**

**Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code
R1F	This document authorizes the holder to teach the content areas in general mathematics, algebra, geometry, probability and statistics, and consumer mathematics in grades twelve and below, including preschool, and in classes organized primarily for adults.	FMX
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE
R1A	This credential authorizes the holder to teach the specific subject or subjects listed as supplementary authorizations in grades twelve and below, including preschool, and in classes organized primarily for adults, unless specific grade restrictions are indicated next to the subject.	CCA

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right

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Last Name: KING      Last Known County of Employment:      Note: Please verify County of Employment is current  
 First Name: SEYMOUR      Adverse and Commission Actions Indicator:      If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under  
 Middle Name: DAVID      the All Documents tab to view any adverse action flag.

Current Document: All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 120173017	Single Subject Teaching Credential	Preliminary	Valid	7/9/2013	1/2/2015	12/9/2006		
> 116218681	Single Subject Teaching Credential	Preliminary	Valid	1/1/2012	1/2/2015	12/9/2006		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
EL5	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	ENGL	English (Examination)	MAJ	
ELA	This credential authorizes the holder to teach the specific subjects or subjects listed as supplementary authorizations in grades twelve and below, including preschool, and in classes organized primarily for adults, unless specific grade restrictions are indicated next to the subject.	CCA	Computer Concepts and Applications	MIN	7/5/2013
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

Renewal Requirements  
 Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**

**Last Name:** MACK  
**First Name:** JENNIFER  
**Middle Name:** NICOLE

**Document Information:**

**Document Number:** 140055070  
**Document Title:** Single Subject Teaching Credential  
**Term:** Preliminary  
**Status:** Valid  
**Issue Date:** 3/11/2014  
**Expiration Date:** 4/1/2019  
**Original Issue Date:**  
**Grade:**  
**Special Grade:**  
**SB1969 (Title 5 §80487):**

**Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SSX
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right

Renewal Code	Renewal Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete the Commission-approved Induction program including Verification of Completion by the program s

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**

**Last Name:** LAM  
**First Name:** GARRICK  
**Middle Name:** M

**Document Information:**

**Document Number:** 140044426  
**Document Title:** Single Subject Teaching Credential  
**Term:** Clear  
**Status:** Valid  
**Issue Date:** 9/1/2014  
**Expiration Date:** 9/1/2019  
**Original Issue Date:** 9/2/2004  
**Grade:**  
**Special Grade:**  
**SB1969 (Title 5 §80487):**

**Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	ENGL

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right

Renewal Code	Renewal Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission months before the expiration date. The renewal period is five years.

12/17/2014

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**

**Last Name:** AMARO  
**First Name:** LEANDRO  
**Middle Name:**

**Document Information:**

**Document Number:** 140186948  
**Document Title:** Single Subject Teaching Credential  
**Term:** Clear  
**Status:** Valid  
**Issue Date:** 9/1/2015  
**Expiration Date:** 9/1/2020  
**Original Issue Date:** 3/15/2008  
**Grade:**  
**Special Grade:**  
**SB1969 (Title 5 §80487):**

**Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	PE

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right

Renewal Code	Renewal Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commi months before the expiration date. The renewal period is five years.

**Garrick M. Lam****Professional Expertise**

- *Well organized and detail-oriented with excellent time management skills*
- *Excellent oral and written communication skills with both co-workers and customers*
- *Ability to multi-task and work well under pressure*
- *Adept at working independently and in a team setting*
- *Technologically proficient in records database, research, and communication*

**Education**

<b>Point Loma Nazarene University</b> <i>Master of Arts in Education (In Progress)</i>	<b>2008-Present</b>
<b>California State Polytechnic University, Pomona</b> <i>Bachelor of Arts in English (Education)</i> <i>Graduate Teaching Program (Single Subject Credential)</i>	<b>1997-2004</b>

**Work Experience**

<b>Middle School English Teacher</b> Prepa-Tec Academy (Huntington Park)	<b>2014-Present</b>
<b>Independent Studies Teacher/ Site Lead</b> SIATech High School (Long Beach/Santa Ana) <ul style="list-style-type: none"> <li>• <i>Managed and coordinated site activities and fellow staff members</i></li> <li>• <i>Maintained and entered accurate records of student data into database</i></li> <li>• <i>Drafted correspondence and written communication for stakeholders</i></li> <li>• <i>Provided guidance and instruction to students</i></li> <li>• <i>Acted as a liaison between SIATech Charter Schools and the Santa Ana Work Center</i></li> </ul>	<b>2010-2014</b>
<b>Substitute Teacher</b> San Marino Unified School District	<b>2008-2010</b>
<b>High School English/AVID Teacher</b> San Gabriel High School (San Gabriel, CA) <ul style="list-style-type: none"> <li>• <i>Managed student behavior for the purpose of providing a safe and optimal learning environment</i></li> <li>• <i>Collaborated with instructional staff, parents, and students in order to improve student outcomes</i></li> <li>• <i>Advised Key Club (High School Kiwanis International Organization)</i></li> </ul>	<b>2004-2008</b>
<b>M1A1 Armor Crewman</b> United States Army (Fort Benning, GA)	<b>1994-1996</b>

# ALYFLOR NAVALTA

## EDUCATION

<b>Azusa Pacific University</b>	<b>2013</b>
<ul style="list-style-type: none"> <li>• MA in Education: Digital Teaching and Learning</li> <li>• TC1 Single Subject Teaching Credential, Foundation-Level Mathematics, EL Authorization</li> <li>• Supplementary Authorization in Computer Concepts and Application</li> </ul>	
<b>University of California, Santa Barbara</b>	<b>2011</b>
<ul style="list-style-type: none"> <li>• BA, Major: Sociology; Minor in Black Studies</li> </ul>	

## JOB EXPERIENCE

<b>Math Teacher-</b> Santa Monica High School, Santa Monica, CA	<b>March 2014-July 2014</b>
<ul style="list-style-type: none"> <li>• 10<sup>th</sup> Grade Algebra 2 Prep/Honors &amp; 12<sup>th</sup> grade Statistics (P)</li> <li>• Lesson planning; differentiated instruction</li> <li>• Collaborative group work</li> <li>• Common-Core curriculum implementation</li> <li>• Classroom management</li> <li>• Enrichment learning</li> </ul>	
<b>Records Analyst-</b> SEA Charter High School, Los Angeles, CA	<b>October 2012-August 2013</b>
<ul style="list-style-type: none"> <li>• Database management</li> <li>• AERIS SIS Eagle Software management</li> <li>• Computerized office operations</li> <li>• Respond to requests for verification of information concerning present and past students</li> <li>• Process requests for release of transcripts where proper authorization has been provided</li> <li>• Assist school site staff and parents via phone and email</li> <li>• Perform routine office functions</li> </ul>	
<b>Substitute Teacher-</b> SEA Charter High School, Los Angeles, CA	<b>August 2012-October 2012</b>
<ul style="list-style-type: none"> <li>• 9<sup>th</sup>-12<sup>th</sup> Grade Math, English, History, and P.E. Teacher</li> <li>• Creative lesson planning, whole group and one on one instruction</li> <li>• Implementation of the 3-Station Model</li> <li>• Strategic teaching and differentiated instruction for at risk students</li> </ul>	
<b>Math &amp; Science Teacher</b> – TIPS South Hill Academy, West Covina, CA	<b>June 2012-August 2012</b>
<ul style="list-style-type: none"> <li>• 4<sup>th</sup>-8<sup>th</sup> Grade Math &amp; Science Teacher</li> <li>• Curriculum planning, curriculum design, creative lesson planning</li> <li>• Classroom management, classroom monitoring</li> <li>• Weekly cumulative projects</li> </ul>	

## VOLUNTEER/RELATED EXPERIENCES

<b>Student Teacher</b> – F.R. Ledesma Continuation High School, El Monte, CA	<b>Fall 2013- Winter 2013</b>
<ul style="list-style-type: none"> <li>• Technology integration</li> <li>• ESL SDAIE Lesson planning; Modified learning strategies for students with Special Needs</li> <li>• Creative lesson planning</li> <li>• Common Core Mathematics: Collaborative group work</li> </ul>	
<b>Volunteer</b> – Diamond Bar High School/Hollencrest Middle School, San Gabriel Valley	<b>Feb 2012- June 2012</b>
<ul style="list-style-type: none"> <li>• Interactive field experience</li> <li>• Observe teacher instructing her class</li> <li>• Assist students when they have questions in the classroom and computer lab</li> </ul>	

## TECHNICAL COMPETENCIES

Microsoft Office Suite	Google Drive Suite	Windows OS
iWork(Pages, Numbers, Keynote)	iMovie and/or MovieMaker	Apple iPad
ELMO Hover Cam	Blogs	Prezi
Google+ Hangout	Smart Board	Adobe Connect

## KARLA PATRICIA ROJAS

### OBJECTIVE

To pursue a career as a Biology, Chemistry, or General Science Teacher

### QUALIFICATIONS

- Bilingual: Spanish
- 5 years teaching/tutoring experience with diverse populations including low income, English Language Learners, and Special Needs students
- Volunteered in a classroom to help a teacher rescue his classroom, assisted with classroom management, tutored the students, and taught the class

### EDUCATION

California State University, Dominguez Hills, Carson, CA

Single Subject Credential, Chemistry, Biology, General Science with ELA, 2014

SMPP Waiver/CSET 118, 119, 121 NCLB Compliant, May 2012

Bachelor of Science: Biology-Environmental Ecology Emphasis, 2012

### RELEVANT EXPERIENCE

- Student Teacher, Biology & Chemistry, Compton High School, Compton, CA** Spring 2014
- Graded using Engrade
  - Administered quizzes and exams
  - Created and implemented activities and assignments
  - Created effective classroom management and reward system
  - Collaborated with colleagues
  - Conducted Parent Conferences with Master Teacher
  - Attended Professional Development and staff meetings
  - Implemented technology based lessons when appropriate
- Substitute Teacher, Compton Unified School District, Compton, CA** 2013-present
- Substitute teacher for all grades including Special Education classrooms
  - Implementation of lessons and class rules the teacher left
  - Collaborate with other teachers for multiple day assignments
  - Improvisation of lessons when no lesson plans were provided
- Teacher Assistant, Barack Obama Middle School, Los Angeles, CA** Spring 2011
- Assisted with grading of class/homework
  - Assisted in implementing and enforcing class rules
  - Worked with students one on one or in small groups
  - Helped students with in class projects like building a model rocket
  - Encouraged students to pursue a college education
  - Helped teacher develop lesson plans
  - Assisted teacher in maintaining order during a fire drill
- Private Tutor, Compton, CA** 2010-2012
- Worked one on one with middle school aged student with math and science homework
  - Worked one on one with elementary school aged students in all subjects
  - Encouraged students to pursue a college education

**Teacher Assistant, Fremont High School, Los Angeles, CA**

2010-2011

- Assisted with grading of class/homework
- Assisted in implementing and enforcing class rules
- Worked with students one on one or in small groups in a Biology class
- Helped students during a fetal pig dissection and other labs
- Presented math lessons to the class and small groups of students
- Assisted in administration of CST exams

**Teacher Assistant, Lynwood Middle School, Lynwood, CA**

2009-2010

- Worked with students in a classroom setting to provide math tutoring
- Assisted in lesson planning and actively participated in presenting lessons
- Assisted in implementing classroom management
- Encouraged student participation and to seek help when needed (raising hands is a good thing)

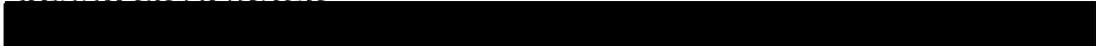
**OTHER EXPERIENCE**

**Receptionist/Shipping & Receiving Supervisor, K&E Clothing, Maywood, CA**

2002-2007

- Supervised personnel in shipping and receiving department
- Responsible for filling orders and maintaining accurate records
- Answered phones, filing, data entry
- Processed employee time cards
- Responsible for inventory

**JENNIFER N. MACK**



**EDUCATION**

**University of Southern California, Los Angeles, California** March 2014  
**Master of Arts in Teaching (MAT) with Single Subject Credential in Social Science**

**California State University, Chico, Chico, California** December 2008  
**Bachelor of Arts in Social Science; Primary Concentration in Economics, Secondary Concentration in History; Minors in Human Communication and Musical Theatre Dance**

**LICENSURE AND CERTIFICATIONS**

**California Preliminary Single Subject Social Science Certification** March 2014  
**with Cross-Cultural Language and Academic Development (CLAD) Authorization**

**STUDENT TEACHING EXPERIENCE**

**Carson Senior High School, Carson, California** December 2013-February 2014  
**11<sup>th</sup> and 12<sup>th</sup> Grade Economics and Honors U.S History Student Teacher**

- Designed and delivered Common Core and California standards-based curriculum
- Prepared instruction for block schedule and shortened days
- Differentiated lesson plans to accommodate all students including frequent checks for understanding
- Utilized student data from performance on exit tickets to create future lesson plans
- Prepared week five grades for progress reports
- Integrated multimedia literacy into lessons through PowerPoint presentations, video and audio streaming and a U.S. history Webquest

**Carnegie Middle School, Carson, California** September 2013-November 2013  
**8<sup>th</sup> Grade U.S. History Student Teacher**

- Created and taught lesson plans that used multiple types of pedagogies including peer-led discussions and problem based learning
- Developed classroom management skills including creating a classroom constitution
- Accommodated and built relationships with students by having an open door policy
- Implemented student roles, such as time keeper, during lessons to support student learning needs

Jennifer N. Mack 2

### **ADDITIONAL PROFESSIONAL EXPERIENCE**

**TechKnowHow Computer & Lego Summer Camps**, Foster City, Ca June 2014–August 2014

#### **Lead Instructor**

- Lead instruction of LEGO® Summer Camps featuring projects that strengthen and develop technology and science skills
- Delegate work to assistant Instructor and Counselors in Training
- Supervise students during break and lunch times

**The Southern California Group**, Orange, California March 2013 – September 2013

#### **Account Executive/Leadership**

- Trained, coached and developed others in the sales field
- Recruited and scouted prospective candidates through full interview process
- Attended West Coast Leadership Development Conference in Los Angeles, California

**Disney Special Activities**, Anaheim, California April 2011-October 2012

#### **Disney Special Activities Event Services Senior Reservation Agent**

- Pitched photo opportunities to talent, set up public relations photo opportunities for talent and coordinated set visits for the press
- Handled highly confidential documents and information on a daily basis

#### **Club 33 Member Services**

- Managed Club 33 private lounge, 1901, by entertaining and assisting guests
- Coordinated all vacation details and plans for Vice Presidents and above, Foreign Dignitaries, as well as Celebrity Guests, visiting the Disneyland Resort

#### **Resort District Programs and Amenity Design**

- Taught Resort guests to “Learn to Draw Mickey”
- Led Resort guests on power walk tour throughout park

**Disney’s Grand Californian Hotel and Spa**, Anaheim, California August 2009-April 2011

#### **Hotel Guest Services – Trainer**

- Created monthly activity and craft time lesson plan to meet the diverse needs of younger guests including arts and crafts and activities such as word puzzles
- Developed plans for an efficient and cohesive Concierge Lounge such as scheduling activity times

**California State University, Chico**, Chico, California November 2005-August 2007

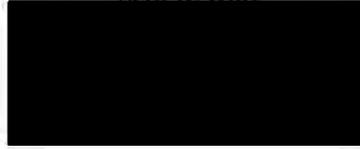
#### **Social Science Program Student Assistant**

- Strong computer skills specifically targeted toward Microsoft Office in Word, Excel and Outlook
- Maintained confidentiality by proctoring exams to Social Science classes
- Planned and coordinated Social Science/Geography graduation reception

### **SKILLS**

- Proficient in Microsoft Word, Excel and PowerPoint and Video Streaming
- Trained dancer and cheerleader, including some professional experience

Seth D. King



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**OBJECTIVE:** Full-time employment as a Middle School Technology Teacher with Alta Prepa Tec Los Angeles.

**HIGHLIGHTS OF QUALIFICATIONS**

- Single Subject English Teaching Credential, Bachelor's degree in Environmental Engineering.
- Master's degree in Educational Technology & Leadership from Cal State Los Angeles.
- Skilled at individualizing instruction through the blended-learning use of computer technology.
- 8 years of teaching experience with diverse socio-economically challenged students throughout Los Angeles County.

**TEACHING EXPERIENCE**

8/14 - Present      **Technology Teacher**, *Alta Prepa Tec Los Angeles Middle School*, Huntington Park, CA  
Teaching Technology to 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders using the Common Core State Standards and the International Society for Technology in Education's National Education Technology Standards (ISTE-NETS); working with our team to become accredited as an International Baccalaureate (IB MYP) school; facilitator of a Peace Club and a Coding Club.

8/13 - 5/14      **Technology Teacher**, *Aspire Centennial College Prep*, Huntington Park, CA  
Taught Computer Skills to 6<sup>th</sup> and 7<sup>th</sup> using the Common Core State Standards and the International Society for Technology in Education's National Education Technology Standards (ISTE-NETS) to deliver The College Ready Promise (TCRP).

9/11 - 6/12      **Keyboarding & Computer Literacy Teacher**, *Alliance CRAHS #5*, LA, CA  
Taught Keyboarding & Computer Literacy to 10<sup>th</sup>-12<sup>th</sup> graders utilizing International Society for Technology in Education National Education Technology Standards (ISTE-NETS) and California State English standards to deliver TCRP.

1/11 - 6/11      **English Teacher**, *Alliance CRAHS #5*, LA, CA  
Taught English and English Support to 9<sup>th</sup> graders full-time at Alliance College-Ready Academy High School #5 to California State English standards to deliver TCRP.

3/07 - 6/08      **English/Math Teacher**, *La Vida North, LACOE*, Inglewood, CA  
Taught English, Math, Health, Family Development, and P.E. full time to pregnant teens and teen parents in grades 8<sup>th</sup> - 12<sup>th</sup>; the percentage of my students, who were 90% female, passing the CAHSEE ranked 3<sup>rd</sup> best in both English and Math from all 9 satellite schools in the SWPAU.

**ADDITIONAL EXPERIENCE**

10/04 - 6/14      **Program Director**, *Youth Empowerment Peace Program (YEPP!)*, LA, CA  
Founder and Director of an artistic enrichment, character & leadership development, middle & high school, Talent Show Event Production program implemented semi-annually for 3½ years at CRAHS #5 and starting this year at Alta Prepa Tec.

4/13 - 6/13      **Educational Technology Intern**, *Alliance College-Ready Public Schools*, LA, CA  
Designed STEM PBL instruction; evaluated Learning Management Systems (LMS's); evaluated Blended Learning for Alliance School Transformation (BLAST) Principal's meeting; evaluated Riverside Unified School District's (RUSD) radically progressive educational technology program; helped forward the implementation of educational technology within Alliance working out of the home office.

9/08 - 4/09      **Projects Manager, *Positive Alternative Choices Today (PACT)***, LA, CA  
Manager of “at-risk” youth empowerment program ([www.pactla.org](http://www.pactla.org)) for 9 to 18 year olds and mentor adults including personnel management, training, field trip coordination, and daily operations of door-to-door Work Ethics (WE) program; lead tutor and co-developer of Lifetime Education Empowerment Program (LEEP); spokesman and leader for organization; board member for 5 years.

11/07 - 6/10      **Independent Program Consultant, *Hip Hop School of Arts (HHSA)***, LA, CA  
Consultant, public liaison, and proposal co-author for this non-profit hip hop music and dance after-school youth enrichment, education, and empowerment program ([www.hiphopschoolofarts.org](http://www.hiphopschoolofarts.org)).

### **EDUCATION / CREDENTIAL**

M.A. Educational Technology & Leadership, Class of 2014  
California State University, Los Angeles

Single Subject Supplementary Teaching Credential, 2013  
Computer Concepts and Applications  
California State University, Los Angeles

Preliminary Single Subject Teaching Credential, (Obtained 2006, 1 year of Induction complete.)  
English Examination  
California State University, Los Angeles

B.S. Environmental Engineering, Class of 1995  
California Polytechnic State University, San Luis Obispo

### **TECHNOLOGY SKILLS**

*Operating Systems:* Windows 8, 7, XP, NT; Mac iOS 6, OS X Mountain Lion

*Educational Technology Websites & Software:* Microsoft Office (Word, Excel, PowerPoint, Access, Publisher, FrontPage); Adobe (Dreamweaver; Flash, Fireworks, Photoshop; Captivate); WikiSpaces; Google Docs; Google Sites; Elluminate; Edmodo; Camtasia; Weebly; WebQuest; Zunal; Glogster.edu; Prezi; Comic Life; Alfatyping; ePals; Code.org; Scratch; Inspiration 9; TitanPad; InspireData; Picasa; Teambox; SurveyMonkey; CyberLink PowerDirector 11; iMovie; Windows MovieMaker; GoAnimate; Moodle; Haiku; Pinnacle Excelsior; Ed Elements; Achieve 3000; Mindplay; Khan Academy; IXL; TenMarks; AdaptedMind; Teleparent; Lynda.com; HTML; Logo; Schoology; Pearson PowerSchool; Oncourse.

**JENNIFER A. NESBITT**

**EDUCATION**

**BTSA Clear Credential**

Education Specialist Instruction Credential (TC3S)  
Document #: 120575670

June 2012  
San Diego, CA

**Master's of Education**

Azusa Pacific University  
4.0 GPA currently

February 2008-present  
Victorville, CA

**California Teacher's Certification/Highly Qualified**

Special Education-Mild/Moderate Specialization  
Azusa Pacific University  
4.0 GPA  
October 16, 2009

February 2008-October, 2009  
Victorville, CA

**Bachelors of Science Degree Social Work**

Olivet Nazarene University  
Accredited by the Council on Social Work Education  
3.57 cumulative GPA/3.7 major GPA Who's Who 2003

May, 2003  
Bourbonnais, IL

**WORK EXPERIENCE**

**Special Education Coordinator**

March 2014-present

The Aptus Group

- Coordinated all service providers for contracted clients (21 clients in total)
- Increased agency's service provider numbers by 25% in 1 month: post job descriptions via multiple internet avenues (Edjoin, Collegepostings, Indeed, etc), interview, hire, negotiate pay rate, train staff and connect with appropriate caseload/site
- Connected service providers with sites: introduction to RSP teacher, admin, site accommodations and cases, reinforce best practices with students and school site
- Improved Agency's Marketability: contact new prospects, engage in informational meetings, solidify services and contractual agreements (exception of overall billing procedure), and implement immediate plan of action/services
- Resolved unfavorable situations/grievances: 5 high priority cases resolved within 2 week time period between clients and service providers-rebuilt relationships on solid ground
- Brought clients in to compliance through consistent tracking of service hours/minutes
- Developed Welligent trainings for service providers and staff to become more proficient
- Advised clients in particular situations with appropriate steps when dealing with litigious IEP process
- Built and maintained positive connections with district representatives for proactive problem solving

**Education Specialist**

November 2013-present

Urban Village Middle School

- Brought Special Education program to compliance: caseload of 5 IEP's in South Central, LA charter middle school
- Connected school with service providers to complete IEP team for overall compliance of each students' IEP service requirements
- Manage all meeting details, service providers, teacher interaction/interventions, BSP's
- Implemented discipline matrix (i.e. procedures for suspension, behavior contracts, etc-school wide)
- School/Parental support for non-IEP, gen ed students with behavior needs
- Welligent experienced and continuing education to become more proficient
- Coordinated community organizations for on-campus presentations, elective classes and collaboration (BOND)
- Coordinate support for school tragedy management

**Education Specialist**

January 2013-present

Excel Professional Staffing Services

- Brought caseload to compliance: up to 26 IEP's to compliance South Central, LA charter high school group
- Manage meetings, service providers, teacher interaction/interventions, BSP's
- Campus contact for legal/court inquiries regarding IEP's
- SESP, SIRAS, SEIS proficient
- Coordinated successful campus Career Day with gen ed teachers

**Education Specialist** July 2010-June 2012  
San Diego, CA

King-Chavez Charter High School

- Department Head (6 person department)
- Academic Council: collaboration with admin, planning, and directional support for all academic, extra-curricular and future programs
- 9<sup>th</sup>-11<sup>th</sup> grades IEP planning, development, and implementation (including additional support providers)
- Meeting coordination for IEP team
- Coordination of state standards-based lessons, testing, and classroom management
- Conduct parent/teacher conferences
- School-wide behavior support and implementation, coordinated with VP
- Researching, planning, and coordinating continued training and education
- Completion of total department overhaul and reorganization
- Successful internal compliance review (annually) and implementation with SELPA

**Special Education Teacher** August 2008-May 2010  
Baker, CA

Baker Valley Unified School District

- IEP planning, development, and implementation K-12
- Meeting coordination for IEP team
- Coordination of state standards-based lessons, testing, and classroom management
- Conduct parent/teacher conferences
- Researching, planning, and coordinating continued training and education
- Completion of total department overhaul and reorganization
- Successful SESR Review and implementation with SELPA

**Women's Varsity Basketball Coach** August 2008-present  
Baker, CA

Baker Valley High School

- Pre-season conditioning
- Complete program overhaul-fundraising for proper equipment
- First year play-offs (first time in 30 years)
- 2 players of an 8 man team named all-league
- Progressing through NFHSA certification

**Substitute Teacher** February 2008-August 2008  
Apple Valley, CA

Apple Valley School District

- Fill in for full-time teachers in classroom 3-5 days a week
- Full-time teacher responsibilities

**Marketing Associate** December 2007-August 2008  
Victorville, CA

Edible Arrangements

- Local business networking to set up commercial accounts: cold calling and in person
- Function calendar coordination
- Attended local chamber and city meetings for networking purposes
- Worked directly with San Bernadino Blood bank

**Associate Financial Rep/Office Manager** December 2005-November 2007  
Nashville, TN

Northwestern Mutual Financial Network

- Interact with clients and prospects daily in regards to gathering information for applications, updating records, billing accounts, account detail, and servicing miscellaneous needs
- Duties include supervising additional employees, case preparation for appointments, record keeping of applications and accounts in underwriting, scheduling, and technical maintenance

**LEANDRO AMARO**



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**Profile:** Dedicated fully credentialed **Physical Education Teacher** seeking a full-time position at the secondary level with a passion for physical fitness through exercise sports and healthy eating. Over six years of experience teaching and coaching secondary students.

**EDUCATION**

June, 2003, Bachelor of Science in Physical Education and Exercise Science  
California State University, Los Angeles, Los Angeles, CA

July, 2008, Cleared Single Subject Teaching Credential in Physical Education  
With English Language Learner Authorization  
California Commission on Teacher Credentialing, Sacramento, CA

May, 2000, Certified Personal Trainer, Cardiovascular Trainer, and Med-Exercise Therapy  
National Academy in Health & Fitness, Cleveland, OH

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**PROFESSIONAL EXPERIENCE**

**Substitute Teacher** November, 2010 – Current  
Los Angeles Unified School District  
Long Term PE at Stevenson Middle School April 28, 2014 – June 5, 2014

**Physical Education Teacher** March, 2011 – June, 2013  
Los Angeles Unified School District  
Robert Louis Stevenson Middle School, Los Angeles, CA

- Instructed five classes in grade levels 6-8
- Certificate of Perfect Attendance
- Certificate of Completion 2013 Fitnessgram Training
- Certificate of Completion 2013/2014 Child Abuse Awareness Training
- Certificate of Educator Effectiveness Activities 2012

**Physical Education Teacher**  
Cornerstone Prep Charter, Los Angeles, CA August, 2009 – June, 2010

**Physical Education Teacher**  
Glendale Unified School District, Glendale, CA August, 2008 – June, 2009

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**SKILLS**

Spanish Speaking  
Knowledge of Mac or PC  
Knowledge of Education Technology

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**AWARDS**

**United States Navy**

- Honorable Discharge August, 1995

**City of Los Angeles**

- Mayor's Certificate of Recognition June, 2000





















**REGISTRO DE FIRMAS DE AUTORIZACIÓN DE PADRES DE FAMILIA/TUTOR DE LA ESCUELA AUTÓNOMA**

Prepa Tec, Los Angeles High School "Prepa Tec HS"  
(nombre de la escuela autónoma que se propone)

Estamos de acuerdo con el contenido de la propuesta de escuela autónoma, que se anexa, con fecha 11-13-14 y trabajaremos para su implementación. Nuestras firmas indican que estamos sinceramente interesados en que nuestro/s hijo/s reciba/n clases en esta escuela autónoma.

Fecha	Nombre del padre de familia/tutor (Por favor, en letra de molde)	Firma	Dirección	Número de teléfono	Nombre de alumno en edad escolar (Por favor, en letra de molde)	Grado que Ingresará/n en el próximo año
11-13-14	Marlin Lopez	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

FORM REV 07/24/14

Por favor escriba los nombres de familiares ó amigos que están interesados en inscribirse a la Preparatoria de Prepa etc.











































**REGISTRO DE FIRMAS DE AUTORIZACIÓN DE PADRES DE FAMILIA/TUTOR DE LA ESCUELA AUTÓNOMA**

Prepa Tec, Los Angeles High School "Prepa Tec HS"  
 (nombre de la escuela autónoma que se propone)

Estamos de acuerdo con el contenido de la propuesta de escuela autónoma, que se anexa, con fecha \_\_\_\_\_, y trabajaremos para su implementación. Nuestras firmas indican que estamos sinceramente interesados en que nuestro/s hijo/s reciba/n clases en esta escuela autónoma.

Fecha	Nombre del padre de familia/tutor (Por favor en letra de molde)	Firma	Dirección	Número de teléfono	Nombre de alumno en edad escolar (Por favor en letra de molde)	Grado que ingresará/n en el próximo año
11-4-14	Amelia Sump					

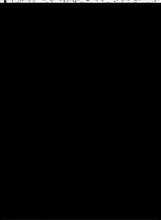
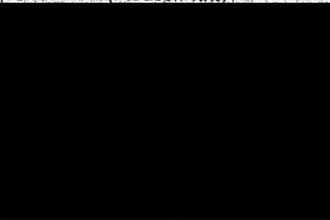
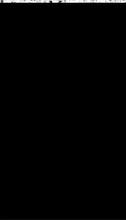
FORM REV 07/24/14

Por favor escriba los nombres de familiares o amigos que están interesados en inscribirse a la Preparatoria de Prepa S.C.

**CHARTER SCHOOL PARENT/GUARDIAN APPROVAL SIGNATURE PAGE**

Prepa Tec, Los Angeles High School "Prepa Tec HS"  
 (Name of Proposed Charter School)

**WE, THE UNDERSIGNED PARENTS, agree to the contents of the attached charter school proposal dated 11/15/14 and will work towards its implementation. Our signatures indicate that we are meaningfully interested in having our child(ren) attend this proposed charter school in its first year of operation.**

Date Signed	Parent/Guardian Name (Please Print)	Signature	Address	Phone # including area code	Name of child that would attend the proposed charter school (Please Print)	Grade Entering Next School
11/14/14	Rafael Calderon					
11/14/14	Marcos Surobrina					
11/14/14	Ami Duranmonte					
11/14/14	Vita Vargas					





**CHARTER SCHOOL PARENT/GUARDIAN APPROVAL SIGNATURE PAGE**

Prepa Tec, Los Angeles High School "Prepa Tec HS"  
 (Name of Proposed Charter School)

**WE, THE UNDERSIGNED PARENTS, agree to the contents of the attached charter school proposal dated 11/15/14 and will work towards its implementation. Our signatures indicate that we are meaningfully interested in having our child(ren) attend this proposed charter school in its first year of operation.**

Date Signed	Parent/Guardian Name (Please Print)	Signature	Address	Phone # including area code	Name of child that would attend the proposed charter school (Please Print)	Grade Entering Next School Year
11/12/14	Veronica Quetzala	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
11/20/14	MARIN RIOS					

FORM REV 07/24/14 Please write down friends and/or family members names who are interested in enrolling to PrepaTec's High School.





































**REGISTRO DE FIRMAS DE AUTORIZACIÓN DE PADRES DE FAMILIA/TUTOR DE LA ESCUELA AUTÓNOMA**

Prepa Tec, Los Angeles High School "Prepa Tec HS"  
 (nombre de la escuela autónoma que se propone)

Estamos de acuerdo con el contenido de la propuesta de escuela autónoma, que se anexa, con fecha \_\_\_\_\_, y trabajaremos para su implementación. Nuestras firmas indican que estamos sinceramente interesados en que nuestro/s hijo/s reciba/n clases en esta escuela autónoma.

Fecha	Nombre del padre de familia/tutor (Por favor en letra de molde)	Firma	Dirección	Número de teléfono	Nombre de alumno en edad escolar (Por favor en letra de molde)	Grado que ingresará/n en el próximo año escolar
11/14/14	Guadalupe FORTA					

FORM REV 07/24/14 Please write down friends and/or family members names who are interested in enrolling to Prepa Tec's High School.

**BYLAWS OF  
ALTA PUBLIC SCHOOLS, INC.**

**NAME OF CORPORATION**

The name of this Corporation is Alta Public Schools, Inc.

**OFFICES**

**PRINCIPAL OFFICE**

The principal office for the transaction of the business of the Corporation shall be fixed and located in Los Angeles, California. The Board of Directors (the "Board") may change the principal office from one location to another within the state, and this section shall be amended accordingly.

**OTHER OFFICES**

The Board may at any time establish branch offices, either within or without the State of California, in order to advance the proper purposes of the Corporation.

**OBJECTIVES AND PURPOSES**

The Corporation has been formed under the California Nonprofit Public Benefit Corporation Law for charitable purposes. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign on behalf of (or in opposition to) any candidate for public office. The Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in its Articles of Incorporation.

The specific purpose of the Corporation is to manage, operate, guide, direct and promote one or more charter schools, and conduct or perform any ancillary or related activities in furtherance thereof. The Corporation shall be permitted to conduct other lawful activities permitted under the California Nonprofit Public Benefit Corporation Law.

**DEDICATION OF ASSETS**

The properties and assets of this Corporation are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any Director or Officer of this Corporation. On liquidation or dissolution, all properties and assets remaining

after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

## **DIRECTORS**

### **POWERS**

**General Corporate Powers.** The business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised by or under the direction of the Board.

**Specific Powers.** Without prejudice to their general powers, the Board shall have the power to:

Select and remove the Officers of the Corporation; prescribe any powers and duties for them that are consistent with the law, with the Articles of Incorporation, and with these Bylaws; and fix their compensation, if any.

Change the principal executive office or the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country, and conduct business within or outside the State of California; and designate any place within or outside the State of California for the holding of any meeting.

Adopt, make, and use a corporate seal and alter the form of the seal.

Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the Corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt.

### **NUMBER OF DIRECTORS**

The authorized number of Directors shall be not less than five (5) nor more than nine (9) as determined by the Board. The initial number of Directors shall be five (5).

### **APPOINTMENT AND TERM OF OFFICE OF DIRECTORS**

The members of the Board as of the initial meeting of the Board shall be those persons whose names are attached to these Bylaws as Exhibit A. Initial members of the Board shall each serve until the Annual Meeting designated beside his or her name in said Exhibit, or until his or her successor is elected.

Subsequent Directors shall be elected by a majority vote of the Board at the annual meeting of the Corporation, including the vote(s) of any Director whose term of office expires with such meeting.

All Directors shall serve terms of three years, arranged so that not more than one-half plus one of the Directors' terms shall expire in any year. Directors may serve any number of consecutive terms.

The Chair of the Board shall be selected by a majority vote of the Directors following the appointment or election of Directors at each annual meeting.

### **QUALIFICATIONS OF BOARD MEMBERS**

Any person 18 years of age or older may be nominated or elected to serve as a Director. Directors need not be residents of the State of California.

### **VACANCIES**

Events Causing Vacancy. A vacancy on the Board shall be deemed to exist at the occurrence of any of the following:

The death, resignation, or removal of any Director.

The declaration by resolution of the Board of a vacancy in the office of a Director who has been declared of unsound mind by court order or convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Chapter 2, Article 3 of the California Nonprofit Public Benefit Corporation Law.

The failure of the Board, at any meeting of the Board at which any Director(s) is to be appointed or elected, to appoint or elect the Director(s) to be appointed or elected at such meeting pursuant to the provisions of Section 5.3(b).

The increase of the authorized number of Directors.

Resignation. Except as provided in this paragraph, any Director may resign, which resignation shall be effective on giving written notice to the Chair of the Board, the President, or the Secretary, unless the notice specifies a later time for the resignation to become effective. No Director may resign when the Corporation would then be left without a duly elected Director or Directors in charge of its affairs.

### Removal.

Any Director may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided notice of that meeting and of the potential removal are given as provided in Section 5.8(b). Any vacancy caused by the removal of a Director shall be filled as provided in Section 5.3(b).

Any Director who does not attend three successive Board meetings will automatically be removed from the Board without Board resolution unless:

The Director requests a leave of absence for a limited period of time, and the leave is approved by the Directors at a regular or special meeting. If such leave is granted, the number of Board members will be reduced by one in determining whether a quorum is or is not present.

The Director suffers from an illness or disability which prevents him or her from attending meetings and the Board by resolution waives the automatic removal procedure of this subsection (ii).

The Board agrees to reinstate the Director who has missed three meetings.

Filling of Vacancies. Any vacancy caused by the death, resignation, or removal of a Director shall be filled in accordance with the provisions of Section 5.3(b).

#### **PLACE OF MEETING; MEETING BY TELEPHONE**

Regular meetings of the Board may be held at any place within the State of California, as designated from time to time by resolution of the Board.

(a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction. The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) No legislative body shall take action by secret ballot, whether preliminary or final.

In the absence of such designation, regular meetings shall be held at the principal office of the Corporation. Special meetings of the Board shall be held at any place within or outside of the State of California, as designated in the notice of meeting or, if not stated in the notice or if there is no notice, at the principal office of the Corporation. Notwithstanding the above provisions of this Section 5.6, a regular or special meeting of the Board may be held at any place consented to in writing by all Board members, either before or after the meeting. Any meeting, regular or special, may be held by conference telephone or similar communication equipment, so long as all Directors participating in the meeting can hear one another, and all such Directors shall be deemed to be present in person at such meeting.

### **ANNUAL MEETING**

The Board shall hold an annual meeting at a time and place designated by the Board for purposes of electing Directors and Officers, designating committees, and transacting regular business. Notice of these meetings shall be by first-class mail postmarked not less than ten (10) nor more than forty (40) days in advance thereof, or by telephone, electronic mail, or facsimile at least forty-eight (48) hours in advance thereof, except that any Director may waive notice as provided in Section 5.8(c).

### **SPECIAL MEETINGS**

Authority to Call. Special meetings of the Board for any purpose may be called at any time by the Chair of the Board, the President, or any two Directors.

Notice. Notice of any special meeting of the Board shall be given to all Directors either by first-class mail at least four days in advance or by notice delivered personally or by telephone, electronic mail, or facsimile at least forty-eight (48) hours in advance except that such notice may be waived by any Director as set forth in Section 5.8(c).

Waiver of Notice. The transactions of any meeting of the Board, however called and noticed and wherever held, shall be as valid as though taken at a meeting duly held after regular call and notice if (a) a quorum is present and (b) either before or after the meeting, each of the Directors not present signs a written waiver of notice, a consent to holding of the meeting, or an approval of the minutes. The waiver of notice or consent need not specify the purpose of the meeting. All waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed given to any Director who attends the meeting without protesting before or at its commencement about lack of adequate notice.

### **QUORUM**

A majority of the Board shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 5.10. Every act or decision done or made by a majority of the Directors present at a meeting held at which a quorum is present shall be regarded as the act of the Board, subject to the provisions of these Bylaws and the California Nonprofit Public Benefit

Corporation Law. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of any Director, if any action taken is approved by at least a majority of the quorum required for the meeting.

#### **ADJOURNMENT**

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

#### **NOTICE OF ADJOURNMENT**

Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of the time and place shall be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment. Such notice may be waived in the same manner as set forth under Section 5.8(c).

#### **ACTION WITHOUT MEETING**

Any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board, individually or collectively, consent in writing to that action. Such action by written consent shall have the same force and effect as a unanimous vote of the Board. Such written consent or consents shall be filed with the minutes of the proceedings of the Board.

#### **COMPENSATION OF DIRECTORS**

Directors and members of committees may receive reimbursement of expenses as may be determined by resolution of the Board to be just and reasonable. Directors shall not otherwise be compensated.

#### **RESTRICTION ON INTERESTED DIRECTORS**

Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it other than those performed as a Director within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise; (b) any shareholder, employee or officer of any corporation, or partner or employee of any partnership, which has rendered compensated services to the Corporation within the previous twelve (12) months; and (c) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, mother-in-law, or father-in-law of any person described in (a) or (b) hereof. Any violation of the provisions of this paragraph shall not, however, affect the validity or enforceability of any transaction entered into by the Corporation.

## **COMMITTEES**

### **COMMITTEES OF DIRECTORS**

The Board may, by resolution adopted by a majority of the Directors then in office, designate one or more committees consisting of two or more Directors to serve at the pleasure of the Board. Any member of any committee may be removed, with or without cause, at any time by the Board. Any committee, to the extent provided in the resolution of the Board, shall have all or a portion of the authority of the Board, except that no committee, regardless of the Board resolution, may:

Fill vacancies on the Board or on any committee;

Amend or repeal the Articles of Incorporation or Bylaws or adopt new Bylaws;

Amend or repeal any resolution of the Board;

Designate any other committee of the Board or appoint the members of any committee;

Except as provided in Section 5233 of the California Nonprofit Public Benefit Corporation Law, approve any transaction (i) to which the Corporation is a party and as to which one or more Directors has a material financial interest, or (ii) between the Corporation and any corporation or firm in which one or more of its Directors has a material financial interest.

### **AUDIT COMMITTEE**

The Board shall establish an audit committee as and when required by Section 12586(e) of the California Government Code.

### **ADVISORY COMMITTEES**

The Board may appoint one or more advisory committees consisting of Directors and/or non-Directors for the purpose of advising the Board. Any advice rendered by such an advisory committee shall not be binding on the Board.

### **MEETING AND ACTION OF COMMITTEES**

The Board may adopt rules for any committee not inconsistent with the provisions of these Bylaws.

## **OFFICERS**

### **OFFICERS**

The Corporation shall have the following Officers: President, Secretary, and Treasurer, and such other Officers as the Board may designate by resolution and appoint pursuant to Section 7.3. Officers need not be Directors. One person may hold two or more offices, except those of President and Secretary, and President and Treasurer. The Board (or a committee of the Board) shall review and approve the compensation, including benefits, if any, of the President and Treasurer as and when required by state or federal law.

### **ELECTION OF OFFICERS**

The Officers of the Corporation, except those appointed in accordance with the provisions of Section 7.3 of this Article, shall be chosen by the Board, and each shall serve at the pleasure of the Board, subject to the rights, if any, of any Officer under a contract of employment.

### **SUBORDINATE OFFICERS**

The Board may appoint, and may authorize the President or any other Officer to appoint, any other Officers that the business of the Corporation may require, each of whom shall have the title, hold office for the period, have the authority, and perform the duties specified by the Bylaws or determined from time to time by the Board.

### **REMOVAL OF OFFICERS**

Subject to rights, if any, under any contract of employment, any Officer may be removed, with or without cause, by the Board, at any regular or special meeting of the Board, or, except in the case of an Officer chosen by the Board, by an Officer on whom such power of removal has been conferred by the Board.

### **RESIGNATION OF OFFICERS**

Any Officer may resign at any time by giving written notice to the Board, the President, or the Secretary of the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice. Unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

### **VACANCIES IN OFFICE**

A vacancy in any Office because of death, resignation, removal, disqualification, or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that Office.

## **RESPONSIBILITIES OF OFFICERS**

**President.** The President shall be the chief executive officer of the Corporation. He or she shall have such other powers and duties as may be prescribed by the Board or these Bylaws. The President shall be responsible to the Board, shall see that the Board is advised on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The President shall be empowered to act, speak for, or otherwise represent the Corporation between meetings of the Board within the boundaries of policies and purposes established by the Board and as set forth in the Articles of Incorporation and these Bylaws. The President shall be responsible for keeping the Board informed at all times of staff performance as related to program objectives, and for implementing any personnel policies adopted by the Board.

**Secretary.** The Secretary shall attend to the following:

**Book of Minutes.** The Secretary shall keep or cause to be kept, at the principal executive office or such other place as the Board may direct, a book of minutes of all meetings and actions of Directors and committees of Directors, with the time and place of holding regular and special meetings, and if special, how authorized, the notice given, the names of those present at such meetings, and the proceedings of such meetings.

**Notices and Other Duties.** The Secretary shall give, or cause to be given, notice of all meetings of the Board required by the Bylaws to be given. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board or the Bylaws.

**Treasurer.** The Treasurer shall be the chief financial officer of the Corporation and shall attend to the following:

**Books of Account.** The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, and other matters customarily included in financial statements. The books of account shall be open to inspection by any Director at all reasonable times.

**Deposit and Disbursement of Money and Valuables.** The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board; shall disburse, or cause to be disbursed, funds of the Corporation as may be ordered by the Board; shall render to the President and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board or the Bylaws.

**Bond.** If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful

performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

## **RECORDS AND REPORTS**

### **MAINTENANCE OF ARTICLES AND BYLAWS**

The Corporation shall keep at its principal executive office the original or a copy of its Articles of Incorporation and Bylaws as amended to date.

### **MAINTENANCE OF OTHER CORPORATE RECORDS**

The accounting books, records, and minutes of the proceedings of the Board and any committee(s) of the Board shall be kept at such place or places designated by the Board, or, in the absence of such designation, at the principal office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

### **INSPECTION BY DIRECTORS**

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents.

### **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATION**

The Corporation shall prepare and mail or deliver to each Director an annual statement of the amount and circumstances of any transaction or indemnification of the following kind:

Any transaction(s) in which the Corporation was a party, and in which any Director or Officer of the Corporation had a direct or indirect financial interest.

Any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year to any Officer or Director of the Corporation pursuant to Article 9 hereof, unless such indemnification has already been approved pursuant to Section 9.1.

## **INDEMNIFICATION OF DIRECTORS AND OFFICERS**

### **RIGHT TO INDEMNIFICATION**

This Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any action or proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, or other enterprise, against expenses, judgment, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding, to the fullest extent permitted under the California Nonprofit Public Benefit Corporation Law.

In determining whether indemnification is available to the Director, Officer or agent of this Corporation under California law, the determination as to whether the applicable standard of conduct set forth in Section 5238 of the California Nonprofit Public Benefit Corporation Law has been met shall be made by a majority vote of a quorum of Directors who are not parties to the proceeding. The indemnification provided herein shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue as to a person who has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

### **INSURANCE**

This Corporation shall have the power and shall use its best efforts to purchase and maintain insurance on behalf of any Director, Officer, or agent of the Corporation, against any liability asserted against or incurred by the Director, Officer, or agent in any such capacity or arising out of the Director's, Officer's, or agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under Section 9.1 of these Bylaws; provided, however, that the Corporation shall have no power to purchase and maintain such insurance to indemnify any Director, Officer, or agent of the Corporation for any self-dealing transaction described in Section 5233 of the California Nonprofit Public Benefit Corporation Law.

## **CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS**

### **CONTRACTS WITH DIRECTORS AND OFFICERS**

No Director or Officer of this Corporation, nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors or Officers are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or other transaction with this Corporation, unless (i) the material facts regarding such Director's or Officer's financial interest in such contract or transaction and/or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and are noted in the minutes, or are known to all members of the Board prior to consideration by the Board of such

contract or transaction; (ii) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the vote or votes of such interested Director(s); (iii) prior to authorizing or approving the transaction, the Board considers and in good faith determines after reasonable investigation under the circumstances that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (iv) this Corporation enters into the transaction for its own benefit, and the transaction is fair and reasonable to this Corporation at the time the transaction is entered into.

The provisions of this Section do not apply to a transaction which is part of an educational or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more Directors or Officers or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

#### **LOANS TO DIRECTORS AND OFFICERS**

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Director or Officer, provided that in the absence of such advance such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

#### **FISCAL YEAR**

The fiscal year of the Corporation shall be the calendar year, ending on December 31.

#### **CONSTRUCTION AND DEFINITIONS**

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular.

#### **AMENDMENTS**

Bylaws may be adopted, amended, or repealed by a majority vote of the Directors then in office.

Bylaws may be adopted, amended, or repealed by a majority vote of the Directors then in office. Any amendments to its bylaws or the bylaws of a "parent" nonprofit corporation that

affect or impact the charter or school operations must be approved through the District's petition amendment process

**MEMBERS**

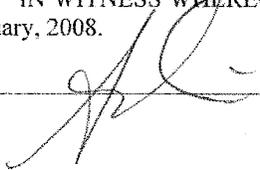
This Corporation shall not have voting members within the meaning of the California Nonprofit Public Benefit Corporation Law. The Board may admit nonvoting members of one or more classes having such rights and obligations as the Board shall deem appropriate from time to time.

**CERTIFICATE OF SECRETARY**

I, the undersigned, the duly elected Secretary of Academia Moderna, Inc., a California nonprofit public benefit corporation (the "Corporation"), do hereby certify:

That the foregoing Bylaws consisting of twelve (12) pages were adopted as the Bylaws of the Corporation by the Directors of the Corporation on February 13, 2008, and do now constitute the Bylaws of the Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this 14<sup>th</sup> day of February, 2008.

 \_\_\_\_\_, Secretary

## **LEASE AGREEMENT**

**1.1 Parties.** This Lease Agreement (“the Lease”) is between The First Baptist Church of Huntington Park, a California nonprofit religious corporation (“the Church”) located at 2662 Clarendon Avenue, in Huntington Park, California and Charter Public Schools, a California nonprofit public benefit corporation (“Prepa Tec Los Angeles”), and is effective as of February 15, 2014 (“Effective date”) on the following terms and conditions.

**1.2 Premises.** The Church is the owner of the building located at the 2665 Clarendon Avenue, in Huntington Park, California in the County of Los Angeles (the "Baptist school").

The Baptist school consists of approximately 12,000 total square feet of land and includes nine classrooms, five administrative offices, one kitchen, one teachers’ lunch room, men’s bathrooms, women’s bathrooms, a patio, circulations areas, a gymnasium and three adjacent rooms, a parking lot and a playground area with equipment and students’ lunch area (collectively, “the Premises”). The chapel is specifically not included as part of the Premises.

Charter Public Schools, agrees to lease, and to use the Premises only for the operation of Prepa Tec Los Angeles (also referred to as “the School”) as more specifically described in Paragraph 7.1, below.

**1.3 Term:** The term of the Lease will be sixteen and one half (16 1/2) months commencing February 15, 2014 and ending on June 30, 2015, unless earlier terminated in accordance with Paragraph 3.1

**1.4 Option to Renew Lease:** Prepa Tec Los Angeles shall have the option to renew the term of this lease for five (5) additional periods of one (1) year commencing on expiration of the full term specified in Section 1.3 and continuing until June 30 of the following year provided:

(a) Prepa Tec Los Angeles shall have fully and faithfully performed all the terms, covenants, and conditions of this lease for the full term specified in Section 1.3 of this lease and any renewals or extensions of the term of this lease.

(b) Written notice of Prepa Tec Los Angeles' election to renew the term of this lease is served by Prepa Tec Los Angeles on the Church at least 90 days prior to expiration of the full term specified in Section 1.3 of this lease or any renewals or extensions of the term of this lease.

(c) The renewed term of this lease shall be subject to the same terms and conditions as are contained in this lease but at such rental as is mutually agreed upon between the parties.

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**1.5 Holding Over.** If Prepa Tec Los Angeles holds over and continues in possession of the Premises after termination of the term of this lease, including any extended term, Prepa Tec Los Angeles' continued occupancy of the Premises shall be deemed merely a tenancy from month to month at a monthly fixed rent of the rental rate at the time the lease terminated, increased to the then fair market value as determined in the manner set forth in Section 2.1, subject to all the terms and conditions, including the provisions for additional rent, contained in this lease.

**1.6 Conditions:** The Lease is signed under the following conditions, which may be more fully described elsewhere in this lease:

- (a) The Church will not be responsible for any accident, loss of lives or harm to others that may occur in the Premises while it is running under Administration of Prepa Tec Los Angeles.
  - (b) The signage indicating the name of Baptist school on the patio wall, parking lot and the Baptist School sign located on Rita Street will not be covered or erased by Prepa Tec Los Angeles.
  - (c) The Church does not provide any rights to Prepa Tec Los Angeles not in this Lease.
  - (d) Unless mutually agreed by the Church and Prepa Tec Los Angeles, the church will not pay any type of indemnification, compensation or economic, reimbursement for improvements, adaptations, reform or maintenance of the Premises to Prepa Tec Los Angeles.
  - (e) Any edifications, attachment or improvements made to the Premises by Prepa Tec Los Angeles will belong to the Church, as right of accession. No such improvements will be made by the Prepa Tec Los Angeles without prior approval from the Church.
  - (f) The premises may not be sublet by Prepa Tec Los Angeles without permission of the Church.
  - (g) Prepa Tec Los Angeles will reimburse the church for any property taxes that are assessed against the Church as a result of the Lease, and legal fees that may incurred as a result of actions taken by employees of Prepa Tec Los Angeles.
  - (h) Prepa Tec Los Angeles contact persons for purposes of this Lease are Xavier Reyes (CEO) and Jeffry Phillips (Board Chair).
  - (i) Prepa Tec Los Angeles agrees not to bring any litigation against the First Baptist Church of Huntington Park, its Officers, Directors, and/or Members concerning this Lease.
  - (j) Prepa Tec Los Angeles commits to clearly communicating to its parents the requirements concerning the use of the facility that are required by the Church, including the fact that this terms have been found acceptable to Prepa Tec Los Angeles in exchange for being able to lease the Premises, and what requirements are at the choice of Prepa Tec Los
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Angeles. Prepa Tec Los Angeles commits to working with the Church directly to clearly communicate to the families and students in a way that clarifies any misunderstandings amongst the families. Prepa Tec Los Angeles will agree jointly with the Church on any statements that are made to the families concerning the relationship of Prepa Tec Los Angeles and the Church.

- (k) Prepa Tec Los Angeles must inform the parents of the true reasons, for any termination of this contract. Should any Church member be approached by parents of the school, the Church members will provide the true reasons of contract termination.
- (l) Both parties represent that they are exempt under section 501(c) (3) of the Internal Revenue Code.

**2.1 Base Rent.** Prepa Tec Los Angeles agrees to pay to the Church as rent for the use and occupancy of the Premises during the term of this lease specified in Section 1.3 of this lease, \$18,000.00 per month, which is due on the first day of every month, (except for the initial month; rent is due on February 15, 2014 from Prepa Tec Los Angeles in the amount of \$9,000.00).

**2.2 Late Payment.** Prepa Tec Los Angeles acknowledges that late payment of rent may cause the Church to incur costs and expenses, the exact amount of such costs being extremely difficult and impractical to fix. If any installment of rent due from Prepa Tec Los Angeles is not received by the Church within seven (7) calendar days of the date due, Prepa Tec Los Angeles shall pay to the Church and additional sum of five percent (5%) of the amount due as a late charge, which shall be deemed additional rent. The parties agree that this late charge represents a fair and reasonable estimate of the costs that the Church may incur by reason of Prepa Tec Los Angeles' late payments. Acceptance of any late charge shall not constitute a waiver of Prepa Tec Los Angeles' default with respect to the past due amount, or prevent the Church from exercising any other rights, remedies, and collation agencies under this agreement as provided by law.

**2.3 Taxes as Additional Rent.** It is understood that the current position of the Los Angeles County Assessor is that this Lease results in the loss of the property tax exemption for the Premises for the term of the Lease. In addition to the rent specified in Section 2.1 of this lease, Prepa Tec Los Angeles shall pay to the Church, as additional rent for the use and occupancy of the Premises all real property taxes and general and special assessments which may be levied or assessed against the Premises during the term of this lease or any holdover of this lease as a result of the Lease.

It is further understood that the current position of the County Assessor is that, even though both entities are tax exempt, the property tax payments will not be refund to the

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Church. Prepa Tec Los Angeles agrees that it will apply directly to obtain a refund from the County Assessor for the taxes paid and to be paid. However, should any of the properly taxes be subsequently reimbursed by the County Assessor's office to the Church, the Church will reimburse Prepa Tec Los Angeles the amount paid by Prepa Tech Los Angeles, and received from the Assessor within 30 days of receipt of the same. If the County Assessor's Office takes longer than the Lease's expiration date, the Church will reimburse Prepa Tec Los Angeles any amount as soon as refund is received.

**2.4. Rental Adjustments.** If the option to extend or renew this lease is exercised, the rent set forth in Section 2.1 shall be adjusted to reflect any annual percentage increase in the Department of Labor's Consumer Price Index (CPI), Los Angeles - Long Beach - Anaheim (all items) All Urban Consumers ("Index") for each twelve (12) month period. The annual increase shall not be more than 5% in any one year. A further increase may be made at the time each option becomes effective, which increase shall not exceed fair market value at the time the option is exercised. If Prepa Tec Los Angeles objects to the rent established on the basis that it exceeds fair market value, the parties shall choose an appraiser to determine fair market value. If they cannot agree on one appraiser, then each party shall select an appraiser, and the two appraisers shall select a third. Should either party refuse or neglect to join in the appointment of the appraiser(s) within five days after written demand by the other, the appraiser(s) may proceed ex parte. If there is only one appraiser, his or her decision shall be binding and conclusive on the parties, and if there are three appraisers, the decision of any two shall be binding and conclusive.

**2.5. Additional Amounts.** Prepa Tec Los Angeles shall also pay any additional amounts set forth elsewhere in this agreement.

**3.1 Hazardous Material and Code Compliance.** Upon becoming aware of the same, Prepa Tec Los Angeles or the Church shall advise the other as to existence of asbestos containing materials ("ACM") or any hazardous materials which may be present within the Premises as well as the current conditions of the Premises as it relates to all current requirements under the Americans with Disabilities Act. Any cost associated with (i) the abatement of ACM or any other hazardous materials and (ii) compliances with all requirements under the Americans with Disabilities act shall be borne solely by Prepa Tec Los Angeles. Prepa Tec Los Angeles shall not be liable for any hazardous material present on the Premises prior to any occupancy of the Premises or present as a result of any activities occurring prior to any occupancy of the Premises.

**4.1 Termination.** The Church will allow Prepa Tec Los Angeles to continue operating in the Premises through the end of the academic year ending in June of 2015, however if Prepa Tec Los Angeles breaches any of the terms of this agreement and does not take corrective action to correct the breach within 15 days of the notice, the Church will terminate the

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lease at an earlier date upon 60 days notice. Should any breach occur with 60 days of lease expiration, the Church will not issue 60 days notification.

**4.2 Surrender of Premises.** On expiration or sooner termination of this Lease, Prepa Tec Los Angeles shall promptly surrender possession of the Premises to the Church in good condition, normal wear and tear and damage beyond the control of Lessee excepted.

**4.3 Security Deposit.** Prepa Tec Los Angeles shall pay to the Church the sum of \$5,400, that will be held as a security deposit until this tenancy is terminated, to secure Prepa Tec Los Angeles' obligations under this Lease. In the event the Church applies the security deposit to meet any obligations of Prepa Tec Los Angeles under this lease, Prepa Tec Los Angeles shall promptly pay to the Church such sums as may be necessary to return the security deposit to its original amount within ten days written notice from the Church.

At the end of the lease term, the Church or Church's agent shall accompany Prepa Tec Los Angeles in a final walk-through of the Premises. A punch list of items, if any, that need to be repaired or replaced shall be created at that time in order to return the premises to its condition existing on the date of execution hereof, normal wear and tear and approved improvements excluded. The Church shall supply Prepa Tec Los Angeles with a written list of these items along with an itemized list of deductions for each item, within thirty (30) days of the final walk through. A check for the balance of the security deposit shall be tendered by Lessor to Lessee within thirty (30) days of the final walk through. If Prepa Tec Los Angeles fails to schedule this final walk through with the Church, Prepa Tec Los Angeles' entire security deposit shall be forfeited.

**5.1 Utilities and Services.** Prepa Tec Los Angeles shall pay for its monthly usage of water, gas, heat, light, power, and other utilities and services supplied to the Premises, together with any taxes thereon.

**6.1 Entry and Inspection.** Prepa Tec Los Angeles Charter will permit the Church and its agents to enter into and upon the Premises at all reasonable times for purpose of inspecting the same, or for the purpose of protecting the interests therein of the Church, or to post notices of nonresponsibility with regard to the construction of any improvements (paragraph 9.1), or to post notices of termination outlined in paragraph 4.1 at any time within sixty (60) days prior to the expiration of the Lease, to bring upon the Premises, for the purpose of the inspection or display thereof.

**7.1 Use of Premises by Prepa Tec Los Angeles Charter.** Prepa Tec Los Angeles shall use and occupy the Premises for the purposes of operating a middle charter school, and for no other purpose.

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Prepa Tec Los Angeles will not permit the premises to be used for any of the following:

- (a) Any activity that would increase the premiums for fire insurance on the premises;
- (b) Creation or maintenance of a public nuisance;
- (c) Anything which is against any laws or rules and regulations of any public authority at any time applicable to the premises; or
- (d) Any purpose or in any manner which will obstruct, interfere with or infringe on the Church's rights to continue to operate its ministry.

Prepa Tec Los Angeles shall use its best efforts to ensure that there will be no smoking, no alcohol, illegal drugs uses, or graffiti drawn on the Premises.

**Prepa Tec Los Angeles shall respect and adhere to the Church's defined convictions and principles that it adheres to and wishes to maintain. Prepa Tech Los Angeles shall not allow on the Premises:** (i) Halloween celebrations, including costumes and decorations and witchcraft books; (ii) decorations for Easter, including Easter Bunnies and Easter Eggs; (iii) images of Santa Claus and Christmas trees; (iv) dancing activities or events during or after school; (v) the teaching or instruction of same sex marriage; (vi) the teaching or instruction of evolution as a way to believe; (vii) St. Patrick's day celebration, (viii) Any and all books that reinforce any of these celebrations or practices.

Prepa Tec Los Angeles will not implement the provisions of SB 48 which are against the Church's principles.

Prepa Tec Los Angeles shall be solely responsible for any and all liability for any accidents, loss of lives or harm to others that may occur on or about the premises during all times that Prepa Tec Los Angeles has the sole right to use and occupy the Premises.

**8.1 Use of Premise by the Church.** Prepa Tec Los Angeles shall have exclusive use of the Premises except as follows: (i) The Church will have access to the Gymnasium facilities every Thursdays nights and the last Friday of each month for a Church Activity and occasionally at other times for special celebrations (the school will be notified in advance of such use); (ii) The Church will have access to a room (now known as Nursery) on Wednesday and Sunday nights for church activities; (iii) The Chapel is not included in the Terms of the Lease and may be used only by the Church.

**8.2 The Church will not be responsible of any accident, loss of lives or harm to others that may be derived in the Premises while it is running under the administration of Prepa Tec Los Angeles.**

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**9.1 Insurance.** During the term of the Lease, Prepa Tec Los Angeles, at its sole cost and expense, shall obtain and keep in force a policy of general liability insurance, with a carrier admitted in the state of California, insuring against any liability arising out of any act, omission, or alleged act or omission of Prepa Tec Los Angeles Charter and any of its officers, directors, employees, agents, independent contractors, guests, volunteers and invitees, including but not limited to property damage, including loss of use, personal or bodily injury, defamations and slander. The amount of such insurance shall not be less than two million dollars (\$2, 000, 000.00) combined single limit. Prepa Tec Los Angeles shall also obtain and keep in force during the term of the Lease a policy of worker's compensations insurance and such other policies of insurance as may be appropriate to cover all usual insurable risks and liabilities as required by the Labor Code of the State of California. Prepa Tec Los Angeles shall name the Church as an additional insured.

The Church agrees to maintain liability and property insurance and name Prepa Tec Los Angeles as an additional insured to protect the property during times when the Church uses the Premises as described in Section 7.1.

**10.1 Repairs and Alterations.** Prepa Tec Los Angeles acknowledges that it has inspected the Premises and agrees by taking possession of the Premises that such Premises are in good condition and that it accepts the Premises in an "as is" condition on the date of this lease. Prepa Tec Los Angeles will be responsible to paint the interior of the premises with the color of their desire for School purposes but will not paint the walls of the gym. Prepa Tec Los Angeles will take good care of the Premises and will make such improvements as are necessary to allow Prepa Tech Los Angeles to operate on the Premises; this shall include all regular repairs and maintenance needed. Any alterations to the Premises will remain on the Premises upon termination of the Lease unless the Church requires removal of the same. Upon lease termination, Prepa Tec Los Angeles must restore the Premises to a good condition; and all damage or injury done to the Premises by Prepa Tec Los Angeles or by any person who may be in or upon the Premises with consent of the Prepa Tec Los Angeles shall be paid for by Prepa Tec Los Angeles. Prepa Tec Los Angeles shall pay for all damages to the Premises caused by Prepa Tec Los Angeles misuse or neglect of the Premises or the appurtenances thereto, including but not limited to structural repairs, demolition of walls or similar repairs resulting from modifications made by Prepa Tec Los Angeles without prior written consent by the Church as required by paragraph 1.4 (e). All improvements or alterations made by Prepa Tech Los Angeles on the Premises shall comply with the requirements of any federal, state, or municipal authority having jurisdiction.

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**The Church will not reimburse** Prepa Tec Los Angeles or any Contractor or Company any cost or expense for any and all betterments or improvements made to the Premises by Prepa Tec Los Angeles or any Contractor at the request of Prepa Tec Los Angeles.

**11.1 Hold Harmless and Non-liability of the Church.** Prepa Tec Los Angeles shall indemnify and hold the Church and the property of the Church, including the Premises, free and harmless from any and all liability, claims, loss, damages, or expenses, including counsel fees and costs, arising by reason of the death or injury of any person, including any person who is an employee or agent of Prepa Tec Los Angeles or is on the Premises with the permission and consent of Prepa Tec Los Angeles, or by reason of damage to or destruction of any property owned by Prepa Tec Los Angeles or any person who is an employee or agent of Prepa Tec Los Angeles or is otherwise connected with Prepa Tec Los Angeles, caused or allegedly caused by (1) any cause whatsoever while that person or property is in or on the Premises or in any way connected with the Premises or with any improvements or personal property on the Premises; (2) some condition of the Premises or some building or improvement on the Premises; (3) some act or omission on the Premises of Prepa Tec Los Angeles or any person in, on, or about the Premises with the permission and consent of Prepa Tec Los Angeles; or (4) any matter connected with Prepa Tec Los Angeles' occupation and use of the Premises.

Church is not liable to Prepa Tec Los Angeles for any losses caused by defects in the building, in the plumbing, fire, burglary, earthquake, any natural disaster or destruction or otherwise.

**12.1 Supersede.** This Lease supersedes all previous documents concerning this arrangement between the Church and Prepa Tec Los Angeles Charter which shall no longer have any force or effect.

**The parties hereto have executed this Lease at the place and on the dates specifies above their respective signatures.**

  
Xavier Lopez, CEO

3063338



**State of California**  
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California this day of

JAN 21 2008

DEBRA BOWEN  
Secretary of State

3063338

**ENDORSED - FILED**  
In the office of the Secretary of State  
of the State of California

**JAN 11 2008**

**ARTICLES OF INCORPORATION  
of Academia Moderna, Inc.**

I.

The name of this corporation is Academia Moderna, Inc.

II.

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote one or more charter schools, and conduct or perform any ancillary or related activities in furtherance thereof. Subject to Article IV.B of these articles, this corporation shall be permitted to conduct other lawful activities permitted under the California Nonprofit Public Benefit Corporation Law.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:

Xavier Reyes  
1255 E. 74th Street  
Los Angeles, California 90001

IV.

A. This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding Section of any future federal tax code

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of or in opposition to any candidate for public office.

C. Notwithstanding any other provision of these articles, this corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

V.

A. The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by section 214 of the California Revenue and Taxation Code and no part of the net earnings or assets of this corporation shall inure to the benefit of (or be distributable to) any director or officer of this corporation or other private person, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its charitable and educational purposes.

B. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Dated: 12/20/07

  
\_\_\_\_\_  
Xavier Reyes, Incorporator



NOTO

A0746458

3063 338  
CERTIFICATE OF AMENDMENT OF  
ARTICLES OF INCORPORATION  
OF  
ACADEMIA MODERNA, INC.

FILED  
Secretary of State  
State of California

AUG 22 2013

1cc

The undersigned certify that:

1. They are the President and the Secretary of **Academia Moderna, Inc.**, a California nonprofit public benefit corporation.
2. **Article I** of the Articles of Incorporation is amended to read as follows:

The name of the corporation is **Alta Public Schools**.

3. **Article II** of the Articles of Incorporation is amended to read as follows:

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under California Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is formed are to manage, operate, direct, guide, direct and promote one or more California public charter schools.

4. The foregoing amendments have been duly approved by the Board of Directors.
5. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 07/18/2013

  
Jeffrey Phillips, President

DATE: 7/18/13

  
Mildred Cunningham, Secretary



A0746458

January 20, 2011

**STATEMENT OF CONSENT FROM ALTA PUBLIC SCHOOLS FOUNDATION TO ALLOW THE INCORPORATION OF "ALTA PUBLIC SCHOOLS"**

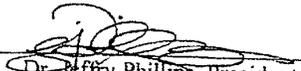
Alta Public Schools Foundation, a California nonprofit public benefit corporation located at 2410 Broadway, Walnut Park, CA 90255, hereby gives consent to Academia Moderna to file a Certificate of Amendment of Articles of Incorporation to amend its nonprofit's name to the following exact name:

**ALTA PUBLIC SCHOOLS**

The Alta Public Schools Foundation serves as a supporting organization to Academia Moderna, which is seeking to change its name to Alta Public Schools.

The undersigned declares under penalty of perjury under the laws of the State of California that he is the President of Alta Public Schools Foundation, that the statements contained in the foregoing are true of his own knowledge, and that this declaration was executed on August 21, 2013, at LOS ANGELES, California.

DATE: 08/21/2013

  
\_\_\_\_\_  
Dr. Jeffrey Phillips, President  
Alta Public Schools Foundation



I hereby certify that the foregoing  
transcript of 2 page(s)  
is a full, true and correct copy of the  
original record in the custody of the  
California Secretary of State's office.

OCT 03 2013

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Date: \_\_\_\_\_

*Debra Bowen*  
DEBRA BOWEN, Secretary of State

# Academia Moderna Conflict of Interest Policy

## I Purpose:

The purpose of the conflict of interest policy is to protect Academia Moderna interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Academia Moderna or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

## II Definitions:

### 1. Interested Person-

Any director, principal officer, key employee or member of a committee with board of director delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

### 2. Financial Interest-

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which Academia Moderna has a transaction or arrangement.
- b. A compensation arrangement with Academia Moderna or with any entity or individual with which Academia Moderna has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which Academia Moderna is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

## III Procedures:

### 1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees considering the proposed transaction or arrangement.

### 2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

### 3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board meeting but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the board of directors shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the board of directors shall determine whether Academia Moderna can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Academia Moderna best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

#### 4. Violations of the Conflicts of Interest Policy

- a. If the governing board of directors has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board of directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action and/or up to immediate termination.

### **IV Records of Proceeding:**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

### **V Annual Statements:**

Each board member, executive director, and member of a committee with governing board-delegated powers shall annually sign a statement that affirms such person

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and

- d. Understands Academia Moderna is a non profit organization and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

## **VI Periodic Reviews:**

To ensure Academia Moderna operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews, shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to Academia Moderna written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit.

When conducting the periodic reviews as provided for in Article VI, Academia Moderna may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of directors of its responsibility for ensuring periodic reviews are conducted.

# Document Retention/Destruction Policy

This policy specifies how important documents (hardcopy, online or other media) should be retained, protected and eligible for destruction. The policy also ensures that documents are promptly provided to authorities in the course of legal investigations or lawsuits.

## I Document Retention Schedule

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

## II Corporate Records

Article of Incorporation to apply for corporate status	Permanent
IRS Form 1023 (in the USA) to file for tax-exempt and/or charitable status:	Permanent
By Laws	Permanent
Letter of Determination (for example, from the IRS in the USA) granting tax exempt and/or charitable status	Permanent
Board Policies	Permanent
Resolutions	Permanent
Board Meeting Minutes	Permanent
Sales Tax Exemption Documents	Permanent
Tax or employee ID Number Designation	Permanent
Annual Corporate Filings	Permanent

## III Financial Records

Chart of Accounts	Permanent
Fiscal Policies and Procedures	Permanent
Audits	Permanent
Financial Statements	Permanent
General Ledger	Permanent
Check Registers/Books	7 years
Business Expenses Docs	7 years
Bank Deposit Slips	7 years
Cancelled Checks	7 years
Invoices	7 years
Investment Records(deposit, earning, withdrawals)	7 years
Property/asset inventories	7 years
Petty cash receipts /documents	3 years
Credit card receipts	3 years

## IV Tax Records

Annual Tax Filing for the organization(IRS Form 990 in the USA)	Permanent
-----------------------------------------------------------------	-----------

Payroll Registers	Permanent
Filings of fees paid to professionals (IRS Form 1099 in the USA)	7 years
Payroll tax withholdings	7 years
Earnings records	7 years
Payroll tax returns	7 years
W-2 statements	7 years

## V Personnel Records

Employee Offer Letters	Permanent
Confirmation of Employment Letters	
Benefits Descriptions Per Employee	Permanent
Pension Records	Permanent
Employee Application and Resumes	7 years after termination
Promotions, demotions, letter of reprimand, termination	7 years after termination
Job Descriptions, performance goals	7 years after terminations
Workers' Compensation Records	5 years
I-9 Forms	5 years after termination
Time Reports	3 years after termination

## VI Insurance Records

Property Insurance Policy	Permanent
Directors and Officers Insurance Policy	Permanent
Workers' Compensation Insurance Policy	Permanent
General Liability Insurance Policy	Permanent
Insurance Claims Applications	Permanent
Insurance Dispersements/ Denials	Permanent

## VII Contracts

All insurance Contracts	Permanent
Employee Contracts	Permanent
Construction Contracts	Permanent
Legal Correspondence	Permanent
Loan/mortgage Contracts	Permanent
Leases/Deeds	Permanent
Vendor Contracts	7 years
Warranties	7 years

## VIII Donations / Funder Records

Grant Dispersal Contract	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Acknowledgments	7 years

**IX Management Plans and Procedures**

Strategic Plan	7 years
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Vendor Contracts	7 years
Disaster Recovery Plan	7 years

**X Pupil Records**

Enrollment	7 years
Transcripts	7 years
IEPs	7 years
Program applications	7 years

**XI Document Protection**

Documents (hardcopy, online or other media) will be stored in the following manner by **Academia Moderna (on-site) Public Storage (off-site)**

**XII Document Destruction**

Hardcopy of documents will be destroyed by shredding after they have been retained until the end of the Document Retention Schedule. Online copies will be destroyed by proven means to destroy such media after they have been retained until the end of the Document Retention Schedule.

**XIII Provision of Documentation for Investigations or Litigation**

Documents requested and subpoenaed by legally authorized personnel will be provided within 5 business days. The Board Chair and Executive Director will authorize provision. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.

# Whistleblower Policy

Academia Moderna committed to lawful and ethical behavior in all of its activities and requires board members, executives, directors and employees to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of Academia Moderna Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities
- Encourage each board member, executive, director, and employee (reporting individual) to report what he or she in good faith believes to be a material violation of law or policy or questionable accounting or auditing matter by Academia Moderna
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy protect reporting individuals from retaliatory action.

## **I Reporting Responsibility**

Each reporting individual has an obligation to report what he or she believes is a material violation of law or policy or any questionable accounting or auditing matter by Academia Moderna, its officers, directors, executives, employees, or other representatives. Reporters must also notify Academia Moderna if an action needs to be taken in order for Academia Moderna to be in compliance with law or policy or with generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on the Academia Moderna financial documents, grant reports, tax returns or other public documents
- Providing false information to or withholding material information from the Academia Moderna auditors, accountants, lawyers, directors or other representatives responsible for ensuring compliance with fiscal and legal responsibilities
- Embezzlement, private benefit, or misappropriation of funds
- Material violation of Academia Moderna policy, including among others, confidentiality, conflict of interest, whistleblower, ethics and document retention
- Discrimination based on race, gender, sexual orientation, ethnicity, and disability
- Facilitation or concealing any of the above or similar actions

## II Reporting Concerns

### All Academia Moderna Employees:

Whenever possible, employees should seek to resolve concerns by reporting issues directly to his/her manager or to the next level of management as needed until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to a manager or does not believe the issue is being properly addressed, the employee may contact the Human Resources Manager or the Executive Director. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact Chairman of the Board of Directors within Academia Moderna. If for any reason the aforementioned communication lines is not a possibility, we highly encourage any Academia Moderna employee to contact the third party administered "Fraud Hotline".

The Fraud Hotline specializes in forensic auditing, fraud examination and asset misappropriation when and if these matters are in question or suspicion. We encourage any Academia Moderna employee with serious concerns of violation of law or policies to follow the steps below.

- Contact the Fraud Hotline by email at [www.report-fraud.com](http://www.report-fraud.com). The website will walk you through the reporting process as well as allow you to upload or attach any documents, pictures or other evidence you may have.
- Contact the Fraud Hotline by phone at 1-877 -637-2830. The toll free hotline number will connect you directly to a private voicemail where you will be asked to provide as much information as can. This number is monitored by an external fraud examiner who is not employed by Academia Moderna.

Please be aware that the website and telephone call are 100% confidential. At no time will any information that personally identifies you be released to anyone, without your authorized approval. We encourage you to feel confident that you may use either or both reporting methods depending on your comfort level.

## III Handling of Reporting Violations

Academia Moderna will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Executive Director or the HR Manager to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. Academia Moderna staff will issue a full report of all matters raised under this policy to the Board of Directors. The Board of Directors may conduct a further investigation upon receiving the report from the Executive Director.

For matters reported directly to the Chairman of the Board of Directors, the Board of Directors shall promptly (generally within five business days) acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties.

For those matters reported to the Fraud Hotline, an independent examiner will evaluate the information given and contact Academia Moderna designated person where a course of action will be determined.

#### **IV Authority of Investigative Parties**

The Investigative Parties (Executive Officer, Human Resources Manager or Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

#### **V No Retaliation**

This Whistleblower Policy is intended to encourage and enable executives, directors, and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no executive, director, or employee who, in good faith, reports a concern shall be threatened, discriminated against or otherwise subject to retaliation or, in the case of an employee, adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment.

#### **VI Acting in Good Faith**

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law or policy or a material accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

#### **VII Confidentiality**

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, Academia Moderna cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by staff, directors, or others involved with the investigation of Academia Moderna to individuals not involved in the investigation will be viewed as a serious disciplinary offense and, with respect to Academia Moderna employees, may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

## Compensation Review Policy

This policy on the process for reviewing the compensation structure of Academia Moderna employees applies to the compensation of the following persons employed by the Organization: Executive Director, Principal and “Top Level” positions

The process includes all of these elements: (1) review and approval by the Board of Directors, or Executive Director; (2) use of data as to comparable compensation; and (3) contemporaneous documentation and recordkeeping.

1. **Review and approval.** The compensation of the person is reviewed and approved by the Board of Directors, or Executive Director provided that persons with conflicts of interest with respect to the compensation arrangement at issue are not involved in this review and approval.

2. **Use of data as to comparable compensation.** The compensation of the person is reviewed and approved using data as to comparable compensation for similarly qualified, persons in functionally comparable positions at similarly situated organizations.

3. **Contemporaneous documentation and recordkeeping.** There is contemporaneous documentation and recordkeeping with respect to the deliberations and decisions regarding the compensation arrangement.

# Expense Reimbursement Policy

## Purpose

The Board of Directors of Academia Moderna recognizes that board members, officers, and employees may incur expenses when conducting business and when furthering the objective of this nonprofit organization. The purpose of this Policy is to ensure that (1) adequate cost controls are in place, (2) travel and other expenditures are appropriate, and (3) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by personnel. It is the policy of Academia Moderna to reimburse only reasonable and necessary expenses actually incurred by our personnel.

When incurring business expenses, Academia Moderna expects all personnel to: Exercise discretion and good business judgment with respect to those expenses.

- Be cost conscious and spend money as carefully and judiciously as the individual would spend his or her own funds.
- Report expenses, supported by required documentation, as they were actually spent.

## I Expense Report

Expenses will not be reimbursed unless the individual requesting reimbursement submits a written Expense Report. The Expense Report, which shall be submitted to the Office Manager/Director of Administration at least monthly or within two weeks of the expenditure must include:

- The individual's name
- If reimbursement for travel is requested, the date, origin, destination and purpose of the trip.
- The name and affiliation of all people for whom expenses are claimed (i.e., people on whom money is spent (e.g., gifts, meals) in order to conduct Academia Moderna business.
- An itemized list of all expenses for which reimbursement is requested.

## II Receipts

Receipts are required for all expenditures billed directly to Academia Moderna, such as supplies, meals, services or travel charges. No expense in excess of \$5 will be reimbursed to Personnel unless the individual requesting reimbursement submits with the Expense Report written receipts from each vendor showing the vendor's name, a description of the services provided (if not otherwise obvious), the date, and the total expenses, including tips (if applicable). A credit card receipt or statement may be used to document the vendor and date of an expense, provided other required details of the expenditure are fully documented.

## III Organization Credit Cards

If a corporate credit card is issued to personnel for organization-related expenses, the requirements for regular expense reports, explaining charges, as described above under "Expense Reports" must still be met, and charges may not be made for "Non-Reimbursable Expenditures"

as described below. Failure to meet the Expense Report requirements, or making of inappropriate charges will result in loss of the credit card.

#### **IV Personal Cars**

Personnel are compensated for use of their personal cars when used for Academia Moderna business. When individuals use their personal car for such travel, including travel to and from our clients, mileage will be allowed at the currently approved IRS rate per mile.

#### **V Entertainment and Business Meetings**

Reasonable expenses incurred for business meetings or other types of business-related entertainment will be reimbursed only if the expenditures are approved in advance by the Executive Director of Academia Moderna and qualify as tax deductible expenses. Detailed documentation for any such expense must be provided, including:

- Date and place of entertainment
- Nature of expense
- Name, titles, and corporate affiliation of those entertained
- A complete description of the business purpose for the activity including the specific business matter discussed
- Vendor receipts (not credit card receipts or statements) showing the vendor's name, a description of the services provided, the date, and the total expenses, including tips (if applicable).

#### **VI Non-reimbursable Expenditures**

Academia Moderna maintains a strict policy that expenses in any category that could be perceived as lavish or excessive will not be reimbursed. Expenses that are not reimbursable include, but are not limited to:

- First class tickets or upgrades
- When lodging accommodations have been arranged by Academia Moderna and the individual elects to stay elsewhere, reimbursement is made at the amount no higher than the rate negotiated by Academia Moderna. Reimbursement shall not be made for transportation between the alternate lodging and the meeting site.
- Limousine travel
- Movies, liquor, or bar costs
- Membership dues at any country club, private club, athletic club, golf club, tennis club or similar recreational organization
- Clothing purchases
- Business conferences and entertainment which are not approved by the Executive Director of Academia Moderna

- Valet service
- Car washes
- Expenses for spouses, friends, or relatives. If a spouse, friend or relative accompanies Personnel on a trip, it is the responsibility of the Personnel to determine any added cost for double occupancy and related expenses and to make the appropriate adjustment in the reimbursement request.

## Joint Venture Policy

This Joint Venture Policy of Academia Moderna requires that the Organization evaluate its participation in joint venture arrangements under Federal tax law and take steps to safeguard the Organization's exempt status with respect to such arrangements. It applies to any joint ownership or contractual arrangement through which there is an agreement to jointly undertake a specific business enterprise, investment, or exempt-purpose activity as further defined in this policy.

**A. Joint ventures or similar arrangements with taxable entities.** For purposes of this policy, a joint venture or similar arrangement (or a "venture or arrangement") means any joint ownership or contractual arrangement through which there is an agreement to jointly undertake a specific business enterprise, investment, or exempt-purpose activity without regard to: (1) whether the Organization controls the venture or arrangement; (2) the legal structure of the venture or arrangement; or (3) whether the venture or arrangement is taxed as a partnership or as an association or corporation for federal income tax purposes. A venture or arrangement is disregarded if it meets both of the following conditions:

- (a) 95% or more of the venture's or arrangement's income for its tax year ending within the Organization's tax year is excluded from unrelated business income taxation [including but not limited to: (i) dividends, interest, and annuities; (ii) royalties; (iii) rent from real property and incidental related personal property except to the extent of debt-financing; and (iv) gains or losses from the sale of property]; and
- (b) the primary purpose of the Organization's contribution to, or investment or participation in, the venture or arrangement is the production of income or appreciation of property.

**B. Safeguards to ensure exempt status protection.** The Organization will: (a) negotiate in its transactions and arrangements with other members of the venture or arrangement such terms and safeguards adequate to ensure that the Organization's exempt status is protected; and (b) take steps to safeguard the Organization's exempt status with respect to the venture or arrangement. Some examples of safeguards include:

- (i) control over the venture or arrangement sufficient to ensure that it furthers the exempt purpose of the organization;
- (ii) requirements that the venture or arrangement gives priority to exempt purposes over maximizing profits for the other participants;
- (iii) that the venture or arrangement not engage in activities that would jeopardize the Organization's exemption; and
- (iv) that all contracts entered into with the organization be on terms that are arm's length or more favorable to the Organization.

## Gift Receiving Policy

The purpose of the Gift Receiving Policy is to delineate policies and guidelines governing the acceptance of gifts by Academia Moderna and to provide guidance to prospective donors if making gifts to the organization.

Although we appreciate any donor who is interested in donating a gift to our organization, Academia Moderna will not engage in any of the following gift receiving practices:

- Accepting gifts that violate federal or municipal laws
- Accepting gifts that require Academia Moderna to provide special consideration or treatment to any client, donor, entity etc.
- Accepting gifts that require Academia Moderna to deviate from its normal hiring, promotion or contracting procedures
- Accepting gifts in any cash amount without first being approved by the Executive Director
- Accepting contributions in the form of property, patents, licenses, trusts, bequests, retirement plans, life insurance and securities.
- Accepting gifts from organizations whose core activities may be in direct conflict with the mission of Academia Moderna or which may limit our ability to provide our services.

When appropriate, the Executive Director will consult with the Board of Directors regarding all gifts prior to acceptance. With that said, Academia Moderna respectfully reserves the right to refuse any gift it believes is not in the best interest of the organization. Additionally, Academia Moderna employees may not accept any gifts on Academia Moderna behalf without the prior consent of the Executive Director. Under no circumstances shall an Academia Moderna employee accept monetary gifts consisting of but not limited to gift certificates, coupons, entertainment tickets etc. from prospective donors. The only gifts acceptable to receive without the prior consent of the Executive Director are those marginal, peripheral gifts including small food baskets or edible treats (i.e. food baskets, chocolate treats, pastries, etc).

# IRS Form 990 Review Policy

## Introduction

The Form 990 is an annual information return that nonprofits file with the IRS. This public document provides information that allows the IRS to determine whether the organization continues to fill the requirements for its tax-exempt status. Most nonprofits with average annual gross receipts (three-year rolling average) of at least \$25,000 must file a Form 990 with the IRS annually. Both annual information returns include an income and expense statement; a functional expense allocation; additional information about the organization's programs, relationships with officers, directors, and key employees; and compliance with the applicable requirements of §501(c).

## Key Elements

- Form 990 is often filled out by a professional advisor (e.g., accountant or trust officer). Requiring internal verification adds an additional level of accountability. The signature of the chief executive or the chief financial officer serves as a testament to the accuracy of the information.
- Establishing a policy on public disclosure of Form 990 emphasizes the organization's commitment to public transparency and compliance with the law. Subject to minimal exceptions, §6104(d) of the Internal Revenue Code requires all tax-exempt organizations to make their last three Forms 990 available for public inspection, and to provide copies to anyone requesting it in writing. These rules are set out in detail in General Instruction M to Form 990.
- Because Form 990 is a public document, it simply makes sense that the governing body of the organization be aware of its contents in advance of disclosure. By creating a policy that requires the board to receive the Form 990, the organization makes a commitment to internal transparency as well.

## Board Procedure for IRS Form 990

The board shall ensure that the following steps toward public disclosure of Academia Moderna's financial status take place:

1. Review Form 990 and Form 990-T by legal counsel by September 30 each year.
2. Executive Director or designee shall distribute, to the full board, a copy of the Form 990 in advance of filing for review and consideration and shall be noted on the Board Minutes.
3. Executive Director or designee shall file accurate, complete, timely, and in compliance with regulatory requirements Form 990 by November 15, without extension, each year.
4. Executive Director or designee shall file accurate, complete, timely, and in compliance with regulatory requirements Form 990-T (Unrelated Business Income Tax) by November 15, without extension, each year.
5. The Board President or designee shall disclose to the general public, through the organization's Web site or through the Board meetings agenda "General Information" item, the availability to receive at no charge Form 990 and the audited financial statements by November 30.

# Board Member Fundraising Policy

## Introduction

Board members have a crucial role to play in raising funds for the organization they serve. They are volunteers dedicated to the mission of the organization and the people served by the organization. As such, these are the policies of the Academia Moderna Board.

## FUNDRAISING JOB DESCRIPTION FOR BOARD MEMBERS

### Board Member Duties

- Board members must identify and evaluate prospects, cultivate and solicit gifts, actively support fundraising programs by their presence, and offer personal acknowledgments to donors and volunteers.
- Board members are obliged to provide leadership and actively advocate the organization's priorities and the necessity of its fundraising efforts.
- Board members must engage in personal gift support to their level of ability.

### Board Duties

- The board is responsible for attracting and supervising all the resources of the organization to carry out its programs and services.
- The board must develop a strategic plan to deliver benefits to the community it serves and to attract public support.
- The board must deliberate on and develop fundraising plans that address staff, systems, space, and budget.
- The board is part of an essential team, with the obligation to lead, support, and work together with staff and volunteers in the design, supervision, and conduct of fundraising activities.
- The board must select and evaluate the Executive Director, rating performance as a key team member in the fundraising team.
- The board must take responsibility for guidance and direction on ethical and professional practices — including use of budget allocated for fundraising activities.
- The board must ensure that budget appropriations for fundraising are evaluated as an investment strategy designed for reliable long-term results from faithful donors, committed volunteers, and reliable net revenue that meets organizational priorities.
- The board must review the results and evaluate the performance of fundraising activities at all levels to their satisfaction, in accordance with established goals and objectives.

CERTIFICATE N° 23951

CITY OF HUNTINGTON PARK  
BUILDING AND SAFETY

CERTIFICATE OF OCCUPANCY

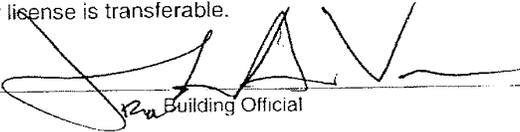
LOCATION OF BUILDING: 2665 CLARENDON AVE.  
OCCUPANT: ALTA PUBLIC SCHOOLS  
BUSINESS NAME: PREPA TEC, LOS ANGELES  
TYPE OF BUSINESS: \_\_\_\_\_

This Certificate is based on application duly filed in the office of the Building Official and is subject to the requirements of the application and all rules and regulations set forth in the ordinances of the City of Huntington Park pertaining to occupancy of buildings. A fee of \$ 40.00 has been received.

NOTE: THIS CERTIFICATE MUST BE AVAILABLE ON THE PREMISES AT ALL TIMES

Severe penalty is provided in City Ordinance for occupying any business building in Huntington Park without first obtaining an occupancy permit and a City License. Neither occupancy permit or license is transferable.

Date: 2-27-14

Signed:   
Building Official

**CERTIFICATION THAT CHARTER SCHOOL WITH COMPLY WITH ALL APPLICABLE LAW**

Prepa Tec Los Angeles High School hereby certifies that it shall comply with all applicable laws including, but not limited to, the following:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (Ed. Code, § 47605(d)(1).)
- Not charge tuition. (Ed. Code, § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code, § 47605(d)(1).)
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code, § 47605(d)(1).)
- Admit all pupils who wish to attend the school. (Ed. Code, § 47605(d)(2)(A).)
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school's capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District. (Ed. Code, § 47605(d)(2)(B).)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code, § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code, § 47605(c)(1).)
- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)



Xavier Reyes, Lead Petitioner

10/14/2015

Date

ALTA PUBLIC SCHOOLS  
INTERSCHOOL TRANSFER AND LOAN POLICY

The Board of Directors of Alta Public Schools has established a policy that permits schools that it operates to obtain temporary working capital. This is accomplished by transferring reserve funds from one or more schools with a surplus to a school with a financial need.

Each of these interschool loans will be subject to Board approval and will not be allowed unless the lending school has sufficient capital to lend without having an adverse impact on the educational program. The borrowing school must demonstrate a specific need and shall repay the entire loan in a timely manner.

The Board of Directors wishes to understand the comprehensive needs of each school before the start of each fiscal year. An analysis of the annual amount of working capital necessary to address any revenue shortfalls should be included in the budgeting process and incorporated into the affected schools budgets that the Board approves on a yearly basis.

In order for the Board of Directors to approve an interschool loan, the following terms and conditions must be determined prior to Board authorization:

- 1) Term: 12 months
- 2) Amount: upto \$500,000
- 3) Interest Rate, if any: 0 %
- 4) Incoming Revenue to be Used as Repayment: ADA revenue
- 5) Purpose for Borrowing: cash flow needs and working capital
- 6) Source of Capital, Including School Name: Academia Moderna or Prepa Tec, LA
- 7) Payee, Including School Name: Academia Moderna or Prepa Tec, LA

Each of the above will be documented and submitted to the Board of Directors for review and approval. The Board Secretary will keep a record of all interschool loan approval with the terms and conditions as set forth above. A monthly update of any and all outstanding interschool loans shall be provided to the Board of Directors that shall include an update on each schools financial position, amount that has been repaid, amount outstanding and anticipated repayment date.

4	0	0
Ayes	Nays	Abstentions
	Patricia Rogers	10/14/15
Signature Board of Directors Chairperson	Name	Date



At Alta Public Schools, Inc., 2665 Clarendon Ave., Huntington Park, CA 90255

### Minutes of the MEETING of the Board of Directors: June 9, 2015

1. Call to Order – 7:11pm
    - a. Present: Bobbi Shimano, Ricardo Ortega, Sue Jin Kim, Patricia Rogers
    - b. Absent:, Jesse Pelayo, Jeffrey Phillips
  2. Public Comment: None
  3. Approval of Minutes – 5/12/15 (Ortega, Shimano) - APPROVED
  4. CONSENT AGENDA – CAM Receivables transaction for Prepa Tec of \$350,000 - (Shimano, Rogers) APPROVED
  5. Financial Report
    - a. Financial Report – Spencer Styles, Charter Impact, presented the Financial Report for Academia Moderna, Prepa Tec, LA and Alta Public Schools with the *Budget vs. Actuals, Monthly Cash flow/Budget, Statement of Financial Position, AP Aging, and Check Register*. Spencer went on to report that by the end of the year, Academia Moderna will have a \$377,000 cash balance and Prepa Tec will have an \$800 surplus. Academia Moderna saw an increase in Child Nutrition reimbursements. However, additional expenditures were made on Consultants and Professional Development. For Prepa Tec, additional Food Services and Field Trip expenditures are giving us the \$800 surplus. Additionally the cost for receivables sales of \$374,476 cost the school \$24,000 in fees. For Alta Public Schools central office, the surplus of \$145,000 is due to un-coded invoices. Overall Alta Public Schools has a positive Net Assets of \$426,000 not discounting the negative Net Assets of \$455,000 for Prepa Tec.  
Mr. Styles presented the 2015-2016 Budget for Alta Public School, which included the Budget for Academia Moderna, Prepa Tec, and Alta Public Schools central office. The Academia Moderna budget represents and enrollment of 486 students and an ADA of 96%; Prepa Tec budget represents an enrollment of 350 students and an ADA of 96%. Also, the Prepa Tec budget represents its last factoring of \$135,000 by the end of the year. This brings the school close to ending the need for factoring.  
Mr. Styles also presented the Charter Impact contract, which represents a change in fees to a percentage of budget fee structure.
- Approvals
- i. Report (Ortega, Shimano) – APPROVED
  - ii. Academia Moderna 2015-2016 Budget (Shimano, Kim) – APPROVED
  - iii. Prepa Tec, LA 2015-2016 Budget (Rogers, Ortega) – APPROVED
  - iv. Alta Public Schools 2015-2016 Budget (Shimano, Rogers) – APPROVED
6. Superintendent's Report

- a. Educational Program Updates – Mr. Baxter, Superintendent, reported on Student Progress that the SBAC and the Physical Fitness Test were completed on May 22<sup>nd</sup>; Benchmark 4 (4Sight) was also completed on May 25<sup>th</sup> which showed increase in student learning for both schools; Attendance improved by .11%. Highlights for the month included: 4<sup>th</sup> and final IB PYP and MYP Unit Planners have been completed; NWEA will replace Foresight; Professional Development continues; and, culminations are scheduled for the week of June 8<sup>th</sup>, 2015.
  - b. Approvals
    - i. Report (Shimano, Rogers) - APPROVED
7. CEO Report
- a. Facilities Development – Xavier Reyes, APS CEO, reported that Academia Moderna construction is moving forward with minor Change Order changes to budget and construction is still schedule to be completed by August 1, 2015. Mr. Reyes reported that for Prepa Tec there will be two new contracts to be signed to accommodate the surge of student enrollment. These new lease contracts include the Clarendon and the Stafford sites.
  - b. Strategic Planning – Mr. Reyes reported to the Board that given the LACOE denial of the Prepa Tec High School petition, parents and staff would like the opportunity to appeal to the state their County denial. Mr. Reyes suggested that the appeal at the state would be easier than an appeal at the County.
  - c. Fund Development – Mr. Reyes reminded Board of the upcoming Builders Gala
  - d. Board Development – Mr. Reyes reported and presented to the Board the resignation letter from Dr. Jeffry Phillips and introduced to the Board a potential new Board member, Gregory Tanner, Esq.
  - e. Fiscal Controls – Mr. Reyes reported to the Board that based on the proposed budgets, a new management and service percentage by Alta Public Schools would be reduced from 10% to 8% for Academia Moderna and Prepa Tec, LA. Also, Mr. Reyes presented to the Board the Interschool Loan Policy to be the guide for future inter-school transactions; these include Term, Max. Amount, Interest, Revenue Source, Purpose, and Borrower. Additionally, a list of previous “loans” made to Prepa Tec by Academia Moderna/ to Academia Moderna by Prepa Tec we presented to the Board for retroactive approval.
  - f. Approvals
    - i. Report (Ortega, Kim) – APPROVED
    - ii. Prepa Tec, LA High School State appeal (Rogers, Ortega) – APPROVED
    - iii. Management and Service agreements (Shimano, Rogers) – APPROVED
    - iv. Interschool Loan Policy (Rogers, Ortega) – APPROVED
    - v. Interschool Loans (Rogers, Shimano) - APPROVED
8. Agenda Items for next meeting: NONE
9. Next Meeting – Second Tuesday of the month (August 11, 2015)
10. Adjourn – 10:04pm

POSTED on June 5, 2015 – 2:30PM



October 6, 2015

Dr. Michael Kirst, President  
California State Board of Education  
1430 N Street, Suite #5111  
Sacramento, CA 95814

Re: Letter of Support for Approval of the Chartering of Prepa Tec Los Angeles High School Charter

Dear Dr. Kirst:

This letter is in strong support for the approval of Prepa Tec Los Angeles High School charter.

As a councilman in the city of Huntington Park, I am intimately aware of the public policy burdens created by low graduation rates of local high schools. It is critical that we provide opportunities to our children and parents to enhance their possibilities and reach their goals of contributing citizens. Based on my knowledge of the educational needs it fills in our community, I strongly support Alta Public Schools in its efforts.

Sister schools to Prepa Tec Los Angeles High School are Academia Moderna Elementary and Prepa Tec Middle Schools, which have served as models for our community. We need to continue this opportunity for our families to participate in the world recognized International Baccalaureate educational program in our community. The program allows students not only to be successful in their studies but also helps them become productive positive world citizens.

Prepa Tec Los Angeles High School is fully prepared and given your approval will establish a much needed educational resources that is needed and requested by our community. I encourage you to also support our efforts to establish this much needed community asset.

Sincerely,

A handwritten signature in black ink, appearing to read "VA" followed by a horizontal line.

Valentin Amezcuita,  
Councilman, City of Huntington Park  
(Employer: Los Angeles Dept. of Water and Power)



October 6, 2015

Dr. Michael Kirst, President  
California State Board of Education  
1430 N Street, Suite #5111  
Sacramento, CA 95814

Re: Letter of Support for Approval of the Chartering of Prepa Tec Los Angeles High School Charter

Dear Dr. Kirst:

This letter is in strong support for the approval of Prepa Tec Los Angeles High School charter. In my community in southeast Los Angeles County, high schools have a very low graduation rate, and an even lower college admissions rate. These facts partly contribute to a cycle which generates poverty and the manifestations of poverty, which can only be stopped and rechanneled through providing educational options, such as Alta Public Schools' rigorous educational system. It is critical that we provide opportunities to our children and parents to enhance their possibilities and reach their goals of contributing citizens.

Sister schools to Prepa Tec Los Angeles High School are Academia Moderna Elementary and Prepa Tec Middle Schools, which have served as models for our community. We need to continue this opportunity for our families to participate in the world recognized International Baccalaureate educational program in our community. The program allows students not only to be successful in their studies but also helps them become productive positive world citizens.

Prepa Tec Los Angeles High School is fully prepared and given your approval will establish a much needed educational resources that is needed and requested by our community. I encourage you to also support our efforts to establish this much needed community asset.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Palos", with a long, sweeping horizontal stroke extending to the right.

Ramon Palos Hernandez  
(Employer: University of Southern California)

Dr. Michel Kirst, President  
California State Board of Education  
1430 N. Street, Suite # 5111  
Sacramento, CA 95814

Re: Letter of Support for Approval of the Chartering of Prepa Tec Los Angeles High School Charter

Dear Dr. Kirst:

This letter is in strong support for the approval of Prepa Tec Los Angeles High School charter.

My son Leonardo Mercado has attended Prepa Tec Middle School since it started in 2013, prior to Prepa Tec, Leonardo attended St. Matthias Elementary school from preschool through fifth grade. My son achieved high honors, and I was content with the education he was receiving there. However, our financial situation changed, and we were no longer able to afford a private school for our son. I was very concerned about my son's education, and I desperately started looking for schools. But after interviewing parents, I realized I was surrounded by middle schools that were not performing well. I was extremely discouraged.

Then in 2013, I received a brochure indicating that a new middle school was starting in my neighborhood. I researched the IB program, and I started interviewing parents that had children at Academia Moderna (also part of the Alta Public School system), and I received positive feedback. I enrolled my son at Prepa Tec hoping for the best.

I always had the impression that private schools provided a better education than public schools. I was proven wrong! When my son was given the first benchmark test at Prepa Tec, I was shocked to find out that he scored below average! Granted he had received high honors from St. Matthias. I was disappointed to know that I was making monthly tuition payments contributing to a below-average education for my son.

At Prepa Tec my son has received a truly world-class education for free! He was given Saturday intervention classes to bring him up to speed with his education, and within a few months he was scoring proficient, by the end of the year he was scoring advanced. At Prepa Tec my son is not only receiving a quality education, but he is also being taught about morals. It is a core value that we appreciate, and one that I do not see in other schools.

I have had an excellent experience with all of the staff, administrators, board members, and teachers at Prepa Tec. They all work with a common goal: to give our children the best education possible. I wholeheartedly entrust them with my child's education, as I know they have a proven educational system that will produce students with an outstanding education and with strong ethical and moral values.

I really want to keep my son in the IB program. I know of many parents that are living here in Huntington Park but are enrolling their children in the Downey School system, which is recognized as one of the best in the area. I feel that only Prepa Tec High School will allow our community the convenience of a quality school without having to travel elsewhere.

I urge you to please approve the establishment of this *much needed* high school in our community. Our community thirsts for an education that will teach students about values, morals, and ethics, and only Prepa Tec High School will quench that thirst.

Sincerely,

  
Rosalinda J. Mercado

Dr. Michael Kirst, President  
California State Board of Education  
1430 N Street, Suite #5111  
Sacramento, CA 95814

RE: Letter of Support for Approval of the Chartering of Prepa Tec Los Angeles High School  
Charter

Dear Dr. Kirst,

Please allow me to introduce myself. My name is Tessy Garcia, and I am a parent of two students, a current student and recent graduate, who have attended Prepa Tec Middle School. I'm writing to you because I would like to ask for your support in the petition for a new high school. To date, Alta Public Schools has done a great job with our students. They have an excellent academic plan, structured with the goal of creating establishing students to be successful in their future, not only in their personal endeavors, but also in their professional goals, while striving to maintain strong educational and moral ethics.

We belong to a low income community; our financial resources are very limited in all of our families. This is why we need Alta Public Schools to continue supporting our children's education. I found such a high quality education in this institution. In my personal experience, Prepa Tec Middle School did an amazing job with my special needs son; his new school can't believe the excellent progress he made at Prepa Tec, given the circumstances. The special education team, in addition to all teachers and staff, at Prepa Tec are very dedicated to their commitment to student success.

Thank you for your valuable time in reading this letter. I hope we can count on your support.

Sincerely,



Tessy Garcia

Dr. Michael Kirst, President  
California State Board of Education  
1430 N Street, Suite # 5111  
Sacramento, CA 95814

Re: Letter of Support for Approval of the Chartering of Prepa Tec Los Angeles High School Charter

Dear Dr. Kirst:

I am a mother with two children that assist to Prepa Tec. This a great charter school with principles and high academic goals in the education of our children. Prepa Tec is a favorable and beneficial school which is the reason for this letter. The community and I would like the opportunity to continue being part of this school.

As parents we are the voice of our children which is the reason for this letter. I Marcelina, ask for your support to obtain our charter high school. I am very satisfied and know that my children will be getting a great education with Prepa Tec high school. My children's dream is to continue obtaining the same academic quality that Prepa Tec has been giving them as of now.

So we ask for support; your help will be indispensable. Our community strongly needs your support and we hope you can give our children the opportunity they deserve. Our children, the community and I will be grateful for your support. If you will need to contact me for any reason please call (323) 588-6055.

Thank you for your time.

Sincerely,

  
Marcelina Becerra

Vladimir Padilla  
Lucia Naranjo  
6227 Ajax Ave  
Bell Gardens, CA 90201

Dr. Michael Kirst, President  
California State Board of Education  
1430 N Street Suite 5111  
Sacramento, CA 95814

October 5, 2015

Dear Dr. Kirst,

The purpose of this letter is to show our strong support for the approval of Prepa Tec Los Angeles Charter High School. Our daughter is currently attending Prepa Tec Charter Middle School; we have seen a big change on her since she started attending Academia Moderna Elementary back in 2009. She started learning since the first day she attended; unfortunately we cannot say the same for the three months she spent on her previous school. We had a bad experience we had with the teacher and it was even more disappointed not having any support from the administrative personnel of that school.

Thankfully we found Academia Moderna Charter Elementary School and it has been a wonderful experience. The way she is treated and the way she is taught. Then we were blessed when Prepa Tec Los Angeles Middle School was open, we knew she was going to continue with a great education.

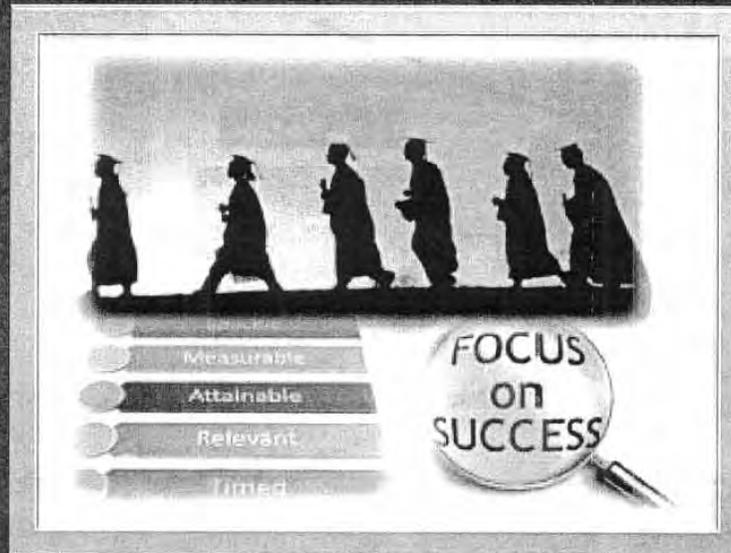
We have had the opportunity to share our experience and listen to other experiences and we all agree that Academia Moderna Elementary and Prepa Tec Middle School it's great for our kids. It will be really hard for our daughter and for our peace of mind to not continue with the type of education she has received until now.

For that reason we ask you to please consider the approval for the opening of Prepa Tec Los Angeles High School.

Cordially,

Lucia and Vladimir Padilla

# LOS ANGELES COUNTY OFFICE OF EDUCATION EDUCATIONAL PROGRAMS



## LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

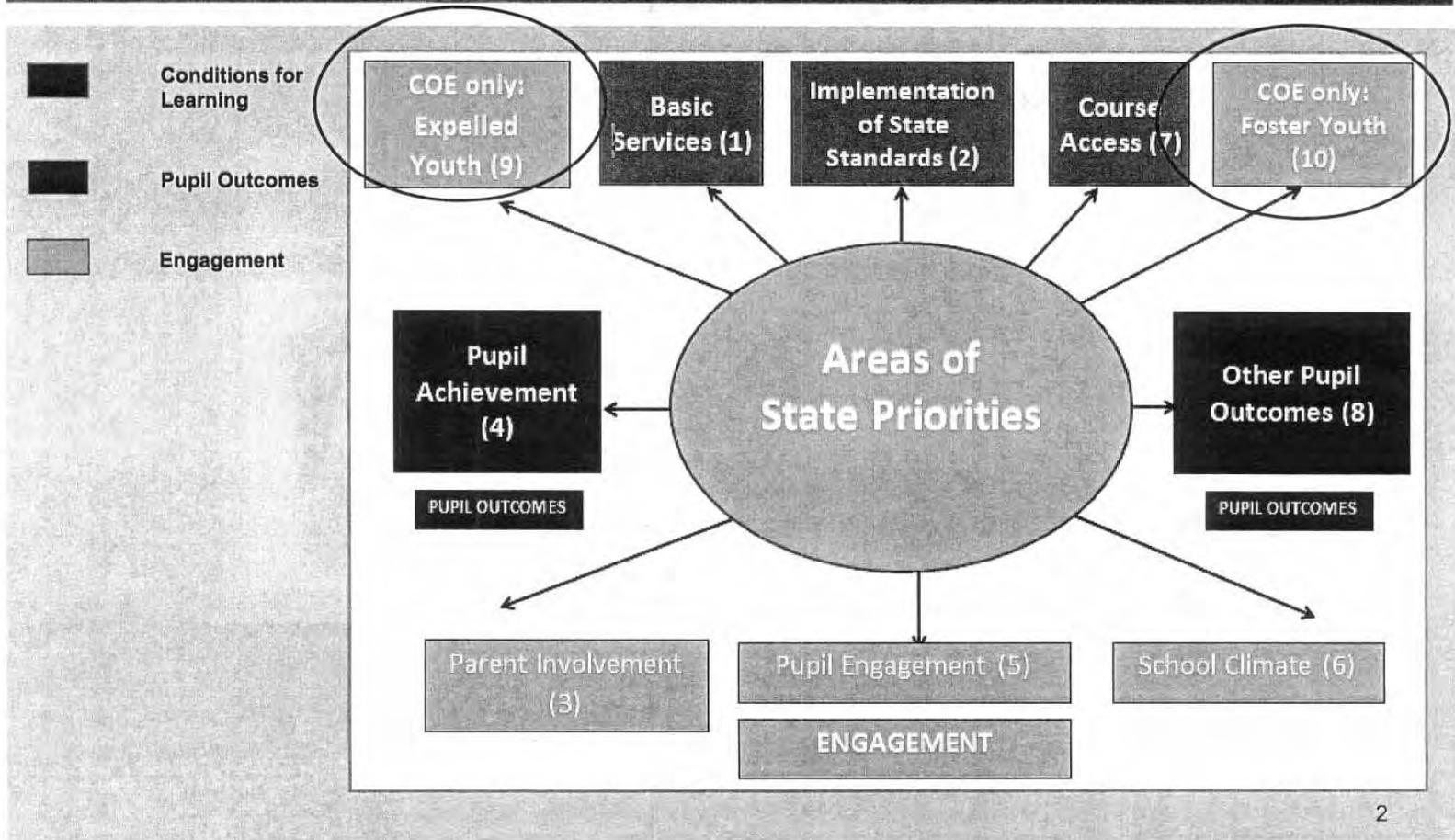
May 2015



Los Angeles County  
Office of Education

Leading Educators • Supporting Students • Serving Communities

# STATE PRIORITIES



# TIMELINE 2014-2015

## July–October 2014

- Identify and consult stakeholders
- Develop Site Data Plan Templates
- Report demographic information via CALPADS
- Review alignment of district plans with LCAP

## November 2014–January 2015

- Consult stakeholders
- Review LCAP goals, actions, and services for needed adjustments
- Review final, SBE approved LCAP and Annual Template
- Review proposed State budget (2015-16) and local implications

## February–March 2015

- Consult stakeholders
- Continue modification of LCAP and updating progress on Annual Report Template
- Present draft LCAP to stakeholders, including PAC and DELAC

## April–June 2015

- Consult stakeholders
- Review May revision of proposed State budget (2015-16) and local implications
- Invite public comment on draft LCAP
- Present draft LCAP to PACs
- Respond to comments in writing
- Finalize annual report
- Hold LCAP and budget public hearing
- Receive local board approval
- Submit to CDE

# RECAP

- LCAP update presented February 2015
  
- **LCAP Goal #1 Engagement**
  - Aftercare
  - Parent Involvement
  - Attendance Improvement Blueprint
  
- **LCAP Goal #2 Conditions for Learning**
  - Road To Success Academy
  - Monitoring for Success
  - Career Technical Education
  
- **LCAP Goal #3 Pupil Outcomes**
  - English Learner Services
  - Site Data Plan
  - Webpage

# LCAP GOAL #1

## Engagement

- 1. By the end of the 2017 school year, all students in Educational Programs will have access to a comprehensive plan of innovative systems that:**
- a) Promote active parent involvement school committees
  - b) Increase student success and achievement by maximizing instructional time
  - c) Increase the percentage of students who complete high school through strategic review of student data (Juvenile Court Schools and County Community Schools)

## Metrics

**Baseline data in process:**

- Parent Survey
- Student Survey
- Suspension Rate
- Graduation Rate
- Middle/High School Dropout
- Chronic Absenteeism

**Baseline data established:**

- Attendance
  - JCS will increase by 1% from 93.1%
  - CCS will increase by 3% from 85.3%

Actions and Services	
Actions & Services	Efforts
<p><b><u>Pupil Engagement</u></b>                      ✓ Implement instructional walkthroughs using a standard classroom observation tool</p>	<ul style="list-style-type: none"> <li>• Walkthrough tool was developed collectively beginning in Fall 2014</li> <li>• McAuliffe piloted beginning in December 2014</li> <li>• Munz/Mendenhall has been piloting since January 2015</li> <li>• Administrators received training at LACOE on March 27<sup>th</sup></li> <li>• Next training for all other administrators will be May 29<sup>th</sup> (including DSE)</li> <li>• Admins and site teams are expected to conduct walkthroughs regularly</li> <li>• Full implementation will happen by the end of June</li> </ul>
<p><b><u>School Climate</u></b>                      ✓ Coordinate the data systems to ensure that the collection and reporting of data are timely and accurate</p> <p>✓ Coordinate data systems to facilitate the monitoring of student data</p>	
<p><b><u>Parent Involvement</u></b>                      ✓ Develop and administer parent surveys</p>	

**ENGAGEMENT  
HIGHLIGHTS**

6

# MOBILE CLASSROOM WALKTHROUGH APPLICATION

## Common Core (CCSS) Implementation - Provides student opportunities to:

- Use Close Reading
- Cite textual evidence
- Demonstrate understanding of academic language
- Analyze text structure
- Make inferences
- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning
- None Found

## Common Core

## Classroom Environment

### Environment and Resources

- Objectives/Standards posted (CCSS & CA State Standards)
- Themes, Essential Questions, and projects are evident
- Materials are in good condition
- Materials are standards-aligned
- Technology (student computers, IWB-Interactive Whiteboard, etc.)
- Textbooks
- Supplemental Resources (library books/ebooks, online resources e.g.
- Data Wall
- Portfolios, Individual Learning Plans, and/or Personal Learning Plans
- CTE programs, coursework, post-secondary options
- None Found

## Engagement

### Students interact with learning task

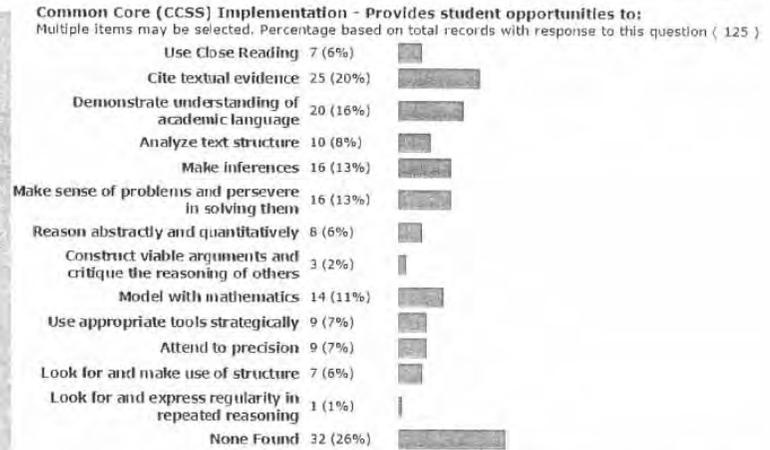
- Cooperative groups
- Articulation of what they are learning
- Present to an authentic audience, when applicable
- None Found

## How Students Are Engaged

# MOBILE CLASSROOM WALKTHROUGH APPLICATION

## Purpose

- Provides feedback to improve instruction
- Consistently collects data to better support PLCs
- Monitors implementation of Common Core State Standards and the elements of RTSA
- Builds capacity of leadership to support instruction and PLCs



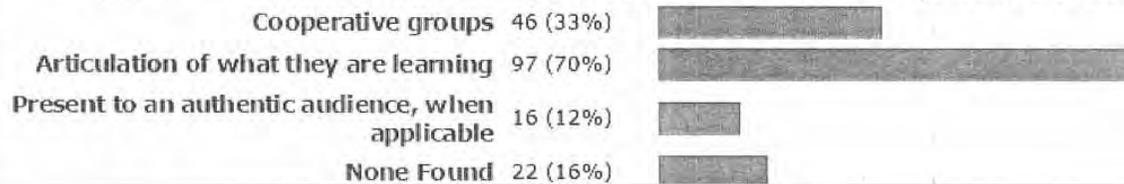
## Sample Data

### STUDENT

#### Engagement

##### Students interact with learning task

Multiple items may be selected. Percentage based on total records with response to this question ( 138 )



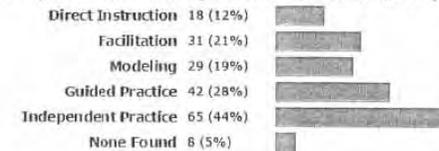
# MOBILE CLASSROOM WALKTHROUGH APPLICATION

## Update

- Developed collectively beginning in Fall 2014
- McAuliffe has been piloting since December 2014
- Munz/Mendenhall has been piloting since January 2015
- Administrators received training at LACOE on March 27<sup>th</sup>
- Next training for the rest of the administrators will be May 29<sup>th</sup> (including DSE)
- Admins and site teams are expected to conduct walkthroughs regularly
- Full implementation will happen by the end of June

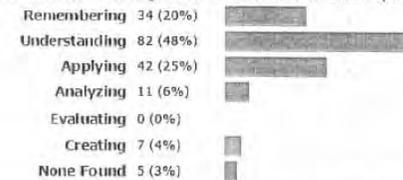
### Instructional Delivery Method:

Multiple Items may be selected. Percentage based on total records with response to this question ( 149 )



### Thinking Level of Learning Task:

Multiple Items may be selected. Percentage based on total records with response to this question ( 171 )



## Sample Data

### Student work showcased as:

Multiple Items may be selected. Percentage based on total records with response to this question ( 151 )



Actions and Services	
Actions & Services	Efforts
<p><b><u>Pupil Engagement</u></b>                      ✓ Implement instructional walkthroughs using a standard classroom observation tool</p>	
<p><b><u>School Climate</u></b>                      ✓ Coordinate the data systems to ensure that the collection and reporting of data are timely and accurate                       ✓ Coordinate data systems to facilitate the monitoring of student data</p>	<ul style="list-style-type: none"> <li>• Have pulled all available data from Aeries to support the identified metrics on the LACOE LCAP</li> <li>• Still need to gather data from other non-Aeries sources, such as SARCs, Williams Reports, and facilities monitoring</li> <li>• Working closely with Technology Services to refine the online Site Data Plan to be used as an audit and reflection tool for Ed Programs</li> <li>• Working closely with Digital Media Services to further develop and refine the public website to report out on the LCAP</li> </ul>
<p><b><u>Parent Involvement</u></b>                      ✓ Develop and administer parent surveys</p>	

ENGAGEMENT  
HIGHLIGHTS

# LCAP ONLINE TRACKING SYSTEM (LOTS) SITE DATA PLAN TOOL

LACOE Online Tracking System

Logout

CDS-Community Day School    CCS-IS - County Community School-Independent Study    IS-Independent Study

Year: 2014-2015    Month: May, 2015

School Site    Engagement    Conditions for Learning    Pupil Outcomes    Adjudicated    Evaluations

**Gonzales School ( Year 2014-2015 )**

Perception Data

Parent and Student Survey

Supervision Rate - School Suspension-Entire School Day (Education Code 489930)			Supervision Rate - Teacher Suspension-Ours or more class periods, for the day and the following day (Education Code 489110)		
Month	Number Of Students	Number Of Suspended Students	Month	Number Of Students	Number Of Suspended Students
1	24	0	1	24	0
2	27	2	2	27	5
3	34	2	3	34	10
4	41	1	4	41	10
5	36	0	5	36	4
7	30	0	7	30	0
8	29	0	8	29	0
9	29	0	9	29	0
10	31	0	10	31	0
11	29	0	11	29	0
12	27	0	12	27	0

[https://sdplive.lacoe.edu/LOTS/Lots\\_Main.aspx](https://sdplive.lacoe.edu/LOTS/Lots_Main.aspx)

# LCAP WEB PAGE

**Los Angeles County Office of Education**  
Serving Students • Supporting Communities • Leading Educators

Board of Education | Superintendent | Jobs  Search

Home | Business Services | Student Services | Technology | Academic Events | Curriculum & Instruction | School Improvement | Early Learning

You are here: Home > LACOE Schools > new LCAP Home

## LOCAL CONTROL & ACCOUNTABILITY PLAN

California's new approach to funding public schools represents the most significant education finance reform in four decades. Adopted in 2013, the Local Control Funding Formula streamlines the system and gives school districts more flexibility in how to spend their resources to promote student achievement. Under LCFF, all local education agencies are funded using the same formula. It starts with a base amount per student that is adjusted for grade level and demographics. It also eliminates most of the restrictions on use of funds for categorical programs.

- NOTICES
- SITE DATA PLANS
- PRESENTATIONS
- ENGAGEMENT
- RESOURCES
- LCAP PLAN 2013-17

<http://www.lacoe.edu/Home/LACOESchools/newLCAPHome.aspx>

Actions and Services	
Actions & Services	Efforts
<p><b><u>Pupil Engagement</u></b>                      ✓ Implement instructional walkthroughs using a standard classroom observation tool</p>	
<p><b><u>School Climate</u></b>                      ✓ Coordinate the data systems to ensure that the collection and reporting of data are timely and accurate.                       ✓ Coordinate data systems to facilitate the monitoring of student data.</p>	
<p><b><u>Parent Involvement</u></b>                      ✓ Develop and administer parent surveys.</p>	<ul style="list-style-type: none"> <li>• New parent services and resources have been secured for more DSP sites</li> <li>• Resources for school staff on family engagement is posted on new LCAP page</li> <li>• Baseline data on school connectedness was collected during March and April for both DSP and DSE</li> </ul>

**ENGAGEMENT  
HIGHLIGHTS**

13

# PARENT INVOLVEMENT

## **Actions**

- ✓ Provide parent training, learning opportunities, and workshops on topics intended to increase parent engagement.
  - ✓ Feb–April: 19 workshops on parent leadership and involvement were delivered at all three Halls and the following Camps: Miller, Gonzales, Munz, and Mendenhall
  - ✓ May–Sept: 48 additional parent trainings and learning opportunities are scheduled at multiple sites
  - ✓ New sites receiving parent support are Camp Rockey, Pacific Lodge, and various County Community Schools
  - ✓ Licenses for Rosetta Stone have been purchased for parents of English Language Learners
    - ✓ 23 parents have registered for the online English course
  
- ✓ Develop and administer parent surveys.
  - ✓ 488 surveys collected for Juvenile Court Schools and County Community Schools (27% RR)
  - ✓ 638 surveys collected for I-Poly and LACHSA (54% RR)
  - ✓ Best practices for collecting data ranged from implementing parent-teacher conferences during Parent Outreach Week to scheduling staff during weekend visitations to complete surveys with parents



Los Angeles County Office of Education (LACOE) - Division of Student Programs

**PARENT SURVEY**

*Our school thanks you for completing this survey. Your responses will help guide school improvement and parent involvement efforts. You do not need to write your name. We value your opinion and ask that you be as honest as possible in completing this survey.*

⊕ School Name: \_\_\_\_\_ What is your relationship to the student?  Parent  Grandparent  Other Relative  Legal Guardian

How much do you agree or disagree with the following statements: <i>(Please check one answer for each statement)</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. LACOE school staff have high expectations for my child.					
2. This school provides a clean, safe and secure environment for learning.					
3. My child feels respected in this school and is motivated to learn.					
4. Teachers communicate with me often about my child's progress and areas for improvement.					
5. The school keeps me well informed about services for my child and me. <i>(e.g. tutoring, intervention programs, parent workshops, community resources)</i>					
6. The principal and teachers invite me to participate in school activities. <i>(e.g. parent-teacher conference, Open House, school committees and events)</i>					
7. Teachers and counselors are working with me to keep my child on track for graduation.					
8. There are staff members at my child's school who I can speak with regarding concerns.					
9. I feel welcomed at my child's school because all staff treat me with respect.					
10. I believe this school values me as a partner in my child's education.					

**What are the BEST ways for our school to get information to you about your child's education?** *(Choose all that apply)*  
 Mail  Text Message  Email  Phone Call  Paper Sent with Your Child  Online Parent Portal  
 .....  School Website .....  Parent Meetings .....  From School Staff

**What information on parent involvement would you like to receive from the school?** *(Choose all that apply)*  
 Family Communication  Supporting Student's Academic Success  Parent Leadership  Parent Rights and Responsibilities  
 Understanding the Court System  Building Home-School Partnerships  Technology Use  Parenting Teenagers  
 .....  Other Topics: *(Please specify)* .....

**Which of the following improvements would you MOST like your school to make?** *(Choose one)*  
 Communication with Parents  Parent Training and Resources  School Committees  School Safety  Other: \_\_\_\_\_

# PARENT SURVEY RESULTS

**Statement 4: Teachers communicate with me often about my child's progress and areas for improvement.**

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Response Count
Choose one:	220	189	36	23	20	488
						<i>answered question</i> 488
						<i>skipped question</i> 0

**What are the BEST ways for our school to get information to you about your child's education? (choose all that apply)**

Answer Options	Response Percent	Response Count
Mail	40.8%	199
Text Message	16.9%	78
Email	15.6%	73
Phone Call	58.2%	284
Paper Sent with Your Child	10.2%	50
Online Parent Portal	1.4%	7
School Website	1.1%	5
Parent Meetings	8.2%	40
From School Staff	18.4%	90
	<i>answered question</i>	<b>488</b>
	<i>skipped question</i>	<b>0</b>

# PARENT SURVEY RESULTS

**Which of the following improvements would you MOST like your school to make? (Choose one)**

Answer Options	Response Percent	Response Count
Communication with Parents	48.1%	138
Parent Training and Resources	27.0%	77
School Committees	10.0%	29
School Safety	15.2%	44
Other: (please specify)		19
<i>answered question</i>		<b>288</b>
<i>skipped question</i>		<b>200</b>

**Which of the following improvements would you MOST like your school to make? (Choose one)**



## MILESTONES IN DSP'S PARENT INVOLVEMENT

- ✓ LA County Probation has partnered with LACOE to provide transportation to Camp Miller, Camp Gonzales, and Camps Munz/Mendenhall for the duration of the parent workshop series (through Sept 2015)!
- ✓ The average number of parents participating at all parent sessions is 11!
- ✓ Central Juvenile Hall increased their parent workshop schedule to twice per month because of parents' interest!
- ✓ A Parent-Child Letter Writing Project will be piloted at Camp Rockey during July and August to complement the Whole Heart Parenting Program, which helps restore parent-child relationships!
- ✓ Resources and toolkits for increasing family engagement in juvenile court schools are included on our new LCAP website!



Bermudez CCS



Nidorf Juvenile Hall



Renaissance PAU



Camp Munz

# LCAP GOAL #2

## Conditions for Learning

**2. By the end of 2017 school year all students in Educational Programs will have access to a comprehensive plan of innovative schools that:**

- a) Optimize pupil outcomes through best practices and a culture of academic excellence
  - Road To Success Academy (JCS)
  - Model Continuation High School (CCS)
  - California Distinguished School and/or National Blue Ribbon School (I-Poly and LACHSA)
- b) Facilitate the implementation and monitoring of a comprehensive Education Plan (personalized) for Expelled Youth (Juvenile Court Schools and County Community Schools) and Foster Youth (All Schools)

## Metrics

### Baseline data in process

- Completion of expulsion orders through strategic review of student data
- Participation in Foster Youth Committee

### Baseline data established:

- 100% of Teachers Credentialed and appropriately assigned as measured by Williams and Monitoring for Success reports
- All students will have access to textbooks and instructional materials
- All students have access to school facilities in good repair as measured by Williams and Monitoring for Success reports
- All students will be enrolled in a broad course of study measured by course enrollment
- All students will have access to standards-based materials and instruction measured by Williams and Monitoring for Success reports and locally developed classroom

<b>Actions &amp; Services</b>	
<b>Actions &amp; Services</b>	<b>Efforts</b>
<p><b><u>Implementation of CCSS/Course Access</u></b>                      ✓Continue to implement Focus on Results professional development program</p>	<p>Ongoing Training:</p> <p>Site Administrators Meeting                      3 hours per month from                      September 2014 to Present</p> <p>Instructional Leadership Team Training                      Cohort 1 is in Year 2 of                      implementation                      Cohort 2 is in Year 1 of                      implementation</p>

**CONDITIONS  
FOR  
LEARNING**

**HIGHLIGHTS**

# FOCUS ON RESULTS

## Site Administrators Training

- September Establish core values and set goals
- October Set goals and connect core values to CPSELs
- November Plan processes
- December Identify problems and develop effective solutions
- January Identify sources, types of data, and develop processes to access data
- February Build upon the core value of "adaptability"
- March Measure progress, manage time, develop SMARTe goals
- April Communicating SMARTe goals to stakeholders

# FOCUS ON RESULTS

## ■ Cohort 1

- Developed an Instructional Focus
- Agreed on three instructional strategies to support their focus
- Identified and developed a variety of streams for communicating data
- Developed a SMARTe goal

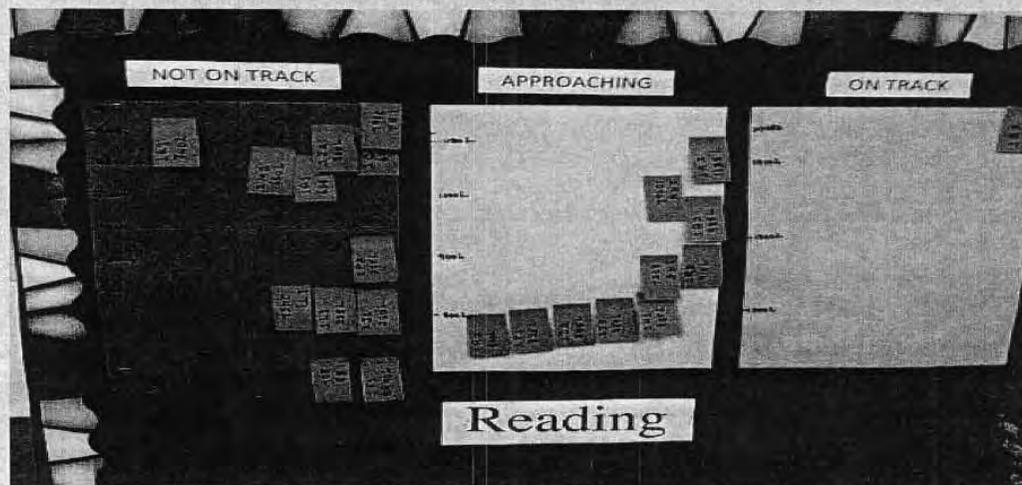
### **SMARTe Goal Sample**

“By June 30, 2015, 100% of our students will increase their reading comprehension as measured by informal assessments, Achieve3000, and/or SRI within 45 days of enrollment. For those students enrolled beyond 45 school days, 90% will show growth within their baseline performance level and 10% of these students will move to the next performance level as measured by NWEA, Achieve 3000, and/or SRI.”

# FOCUS ON RESULTS

## ■ Cohort 2

- Developed Instructional Leadership Teams (ILTs)
- Developed an instructional focus
- Is building capacity with regard to the Focus on Results framework



Los Padrinos Implementation	
Actions & Services	Efforts
<p><b>Implementation of CCSS/Course Access</b>                      ✓ Continue to implement Focus on Results professional development program</p>	<p>Engaging families &amp; community</p> <p>Developing internal accountability system</p> <p>Targeted Professional Development Activities</p> <p>Re-aligning Resources</p> <p>Instructional Strategies: Close Reading, Citing Evidence</p> <p>IF : Reading Comprehension</p>

**CONDITIONS FOR LEARNING**

**HIGHLIGHTS**

# Focus on Results

PCC Education

## Los Padrinos PAU

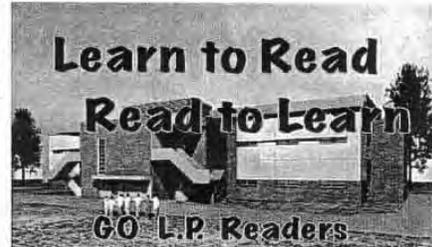
### Instructional Focus Chart

#### Instructional Focus

*The Instructional Focus of Los Padrinos PAU is a schoolwide effort to have all LP students show measureable growth in Reading Comprehension as measured by NWEA, SRI, Achieve 3000, GED/CAHSEE pass rate, teacher created assessments and other formal and informal assessments.*

#### SMARTe Goal

*By June 30, 2015, 100% of our students will increase their reading comprehension as measured by informal assessments, Achieve 3000, and/or SRI within 45 days of enrollment at Los Padrinos. For those students enrolled beyond 45 school days, 90% will show growth within their baseline performance level and 10% of these students will move to the next performance level as measured by NWEA, Achieve 3000 and/or SRI.*

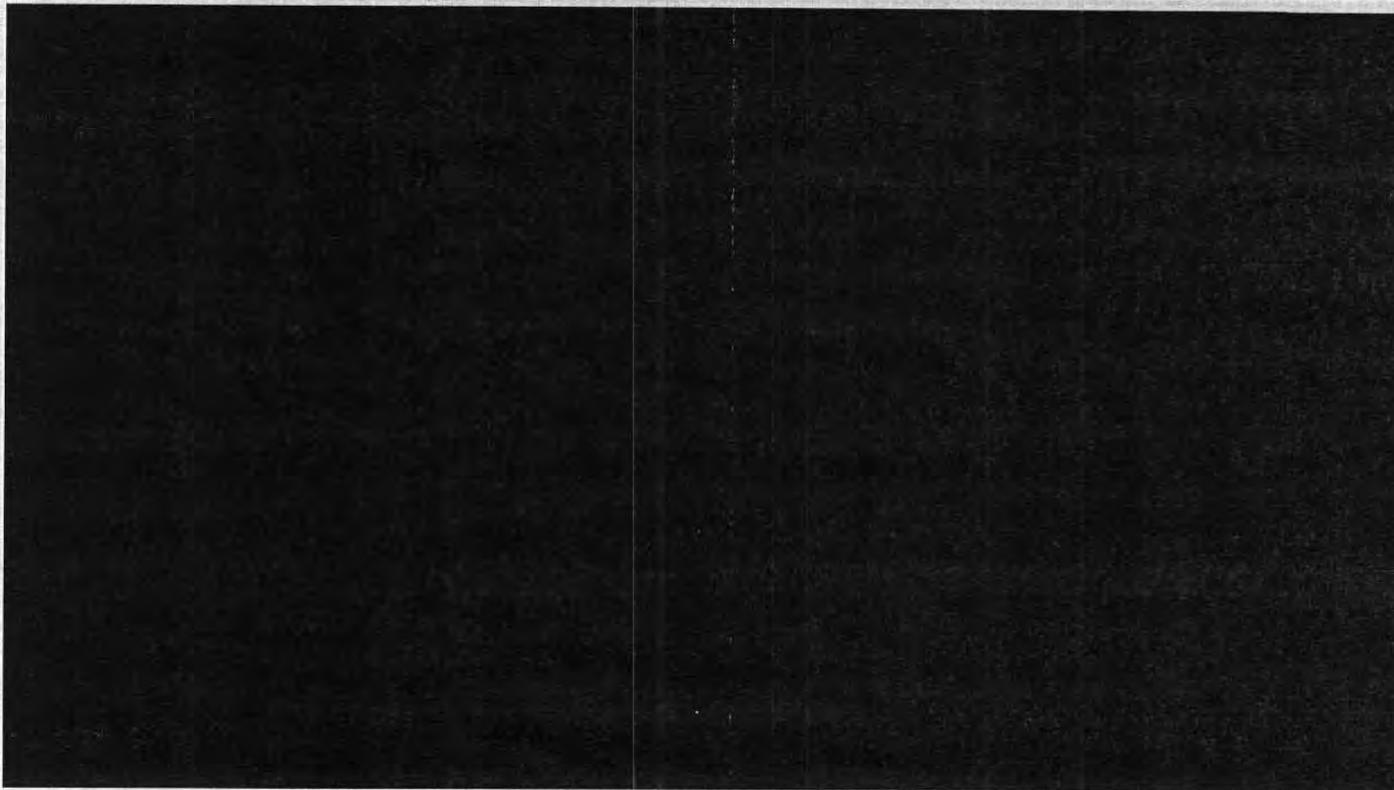


**Best Instructional Practices & Strategies**

**Close Reading**

**Citing Evidence**

# LOS PADRINOS INSTRUCTIONAL FOCUS



Los Padrinos Video

# LCAP GOAL #3

## Pupil Outcomes

**3. By the end of 2017 school year, Educational Programs will have implemented a comprehensive plan of innovative systems that includes a Site Data Plan to guide the decision-making process and raise academic excellence**

**Develop a Site Data Plan that includes the following:**

- Data sets to be monitored during the school year
- Review and analyze school performance data with the site staff
- Establish annual baseline data for each focus area
- Align LCAP school site goals with LACOE-wide LCAP goals, as appropriate

## Metrics

**Baseline data in process:**

- Completion of A-G requirements
- EL proficiency rate
- EL RFEP rate
- Course passing rate
- College readiness standards of the Early Assessment Program (EAP)
- Advanced Placement passing rate
- Math and ELA Benchmark assessments

**Baseline data established:**

- CAHSEE rates will increase by 1% from 41%

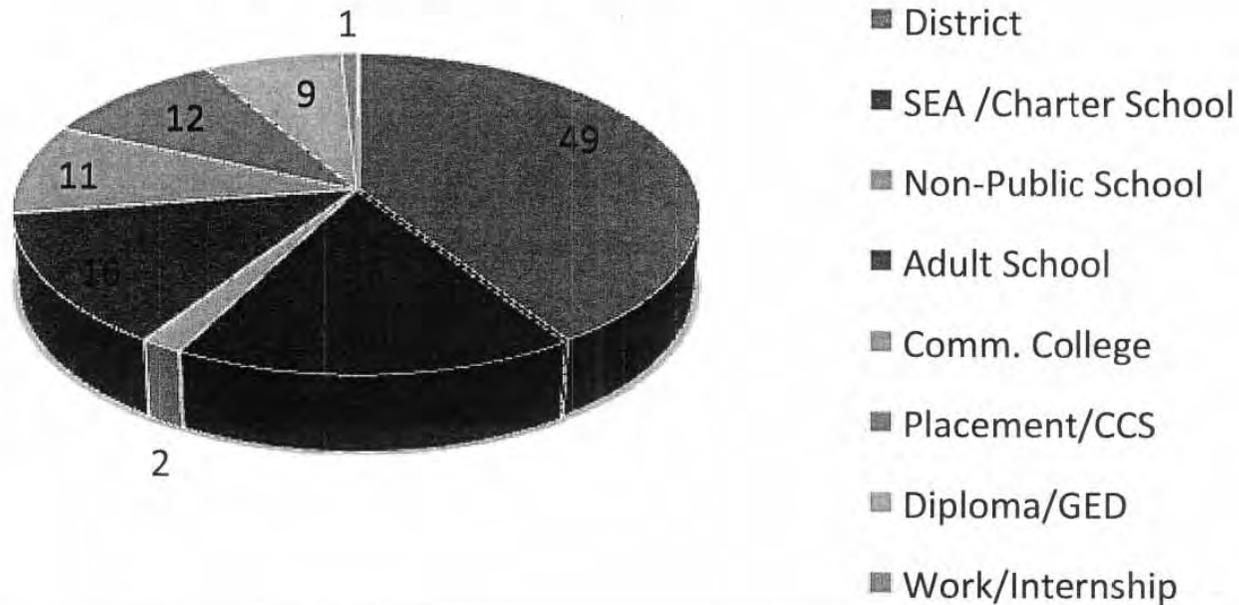
<b>Actions and Services</b>	
<b>Actions and Services</b>	<b>Efforts</b>
<p><b>Other Pupil Outcome</b> ✓Develop Education Plans and discuss pertinent data with each student as it related to his/her individual performance goals</p>	<p>ILP development (grad status) and AfterCare follow-ups to monitor and support students</p>

**PUPIL  
OUTCOMES**

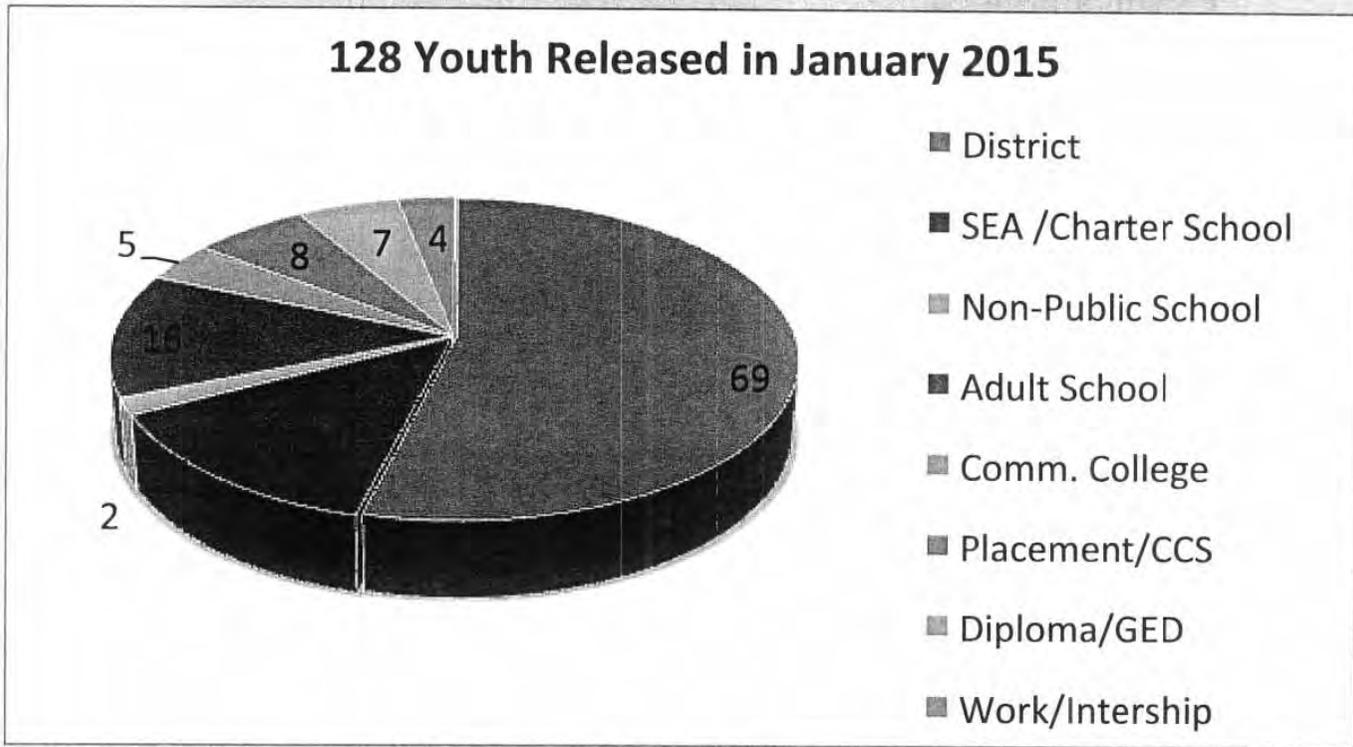
**HIGHLIGHTS**

# SAMPLE ANALYSIS OF TRANSITION OUTCOMES

**120 Youth Released in December 2014**



# SAMPLE ANALYSIS OF TRANSITION OUTCOMES



# SAMPLE ANALYSIS OF TRANSITION OUTCOMES

