



High Tech LA

17111 Victory Blvd, Lake Balboa, CA 91406

Charter Renewal  
Petition

For the term  
July 1, 2018—June 30, 2023

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## Assurances, Affirmations, and Declarations

High Tech LA (also referred to herein as “HTLA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “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); Ed. Code § 220.)
- Except as provided in Education 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 Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

## Element 1 – The Educational Program

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

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

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

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

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

## **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL

Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education

services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The



requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

<b><u>GENERAL INFORMATION</u></b>	
• The contact person for Charter School is:	Mathew McClenahan, Principal
• The contact address for Charter School is:	17111 Victory Blvd. Lake Balboa, CA 91406
• The contact phone number for Charter School is:	818.609.2640
• The proposed address or ZIP Code of the target community to be served by Charter School is:	91406
• This location is in LAUSD Board District:	3
• This location is in LAUSD Local District:	Northwest
• The grade configuration of Charter School is:	9 - 12
• The number of students in the first year will be:	415
• The grade level(s) of the students in the first year will be:	9-12
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 14, 2018
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	415
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	traditional
• The bell schedule for Charter School will be:	Bell Schedule is located under Academic Calendar and Schedules
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

### **Community Need for Charter School**

High Tech Los Angeles (High Tech LA) is a charter high school where students are prepared to enter a college of their choice and become “knowledge leaders” in the 21<sup>st</sup> century digital world.

High Tech LA is designed to stimulate curiosity, inquiry and a constant desire to push beyond limits, through a rigorous college-preparatory curriculum and intensive technology training. With the goal of preparing students for high-skilled, high-wage careers, this demanding college preparatory curriculum is brought to life by students’ using the latest technology to develop innovative hands-on projects.

High Tech LA is a small high school which provides a standards-based, college preparatory education that places an emphasis on using technology and hands-on interdisciplinary projects in addition to more traditional pedagogy. High Tech LA students do not simply learn facts and figures, but are engaged in discovering new knowledge on their own with the tools afforded to them in today’s information age. In addition to a college preparatory curriculum in which each student meets the A-G University of California requirements, High Tech LA integrates technology into all courses. As a graduation requirement, each senior is placed in an off-campus internship. All students participate in twice yearly “Presentations of Learning” in which they present their best work to a panel for defense and review.

High Tech LA is located on the Lake Balboa Educational Complex in Van Nuys, CA and is a self-contained, state-of-the-art facility. High Tech LA opened in September 2004 with fewer than 200 students in grades 9, 10, and 11 and grew a grade to 9-12 the next year with enrollment expanding until it reached current population of just under 400 students in 2017. High Tech LA has a full time staff of 16 teachers, a technology director, three special education teachers, a psychologist, a high school counselor, a college counselor, an assistant principal and a principal.

The facility itself is approximately 27,000 sq. ft. and contains technological equipment, in an environmentally-friendly building designed to educate and inspire all students, teachers, and community members who walk through its doors. The facility is uniquely designed to meet the specifications of the curriculum as outlined in this charter. The overall facility reflects the philosophy of the Charter School: each classroom, project room, and office is adorned with windows to both the exterior and interior of the building, embracing the idea that the work of the Charter School is open, visible, and transparent. High Tech LA is a school where students are engaged and stimulated by a project-based, rigorous curriculum that allows them to learn by doing.

The Charter School and its students have received many awards and recognition for their excellence including the following during its most recent term of operation:

- Recognized as the top charter high school in the state by USC’s Education Dashboard in 2013
- Received a California State Gold Ribbon in 2017
- Named by Newsweek magazine one of the top two hundred “Beating the Odds” high schools in the nation in 2015.

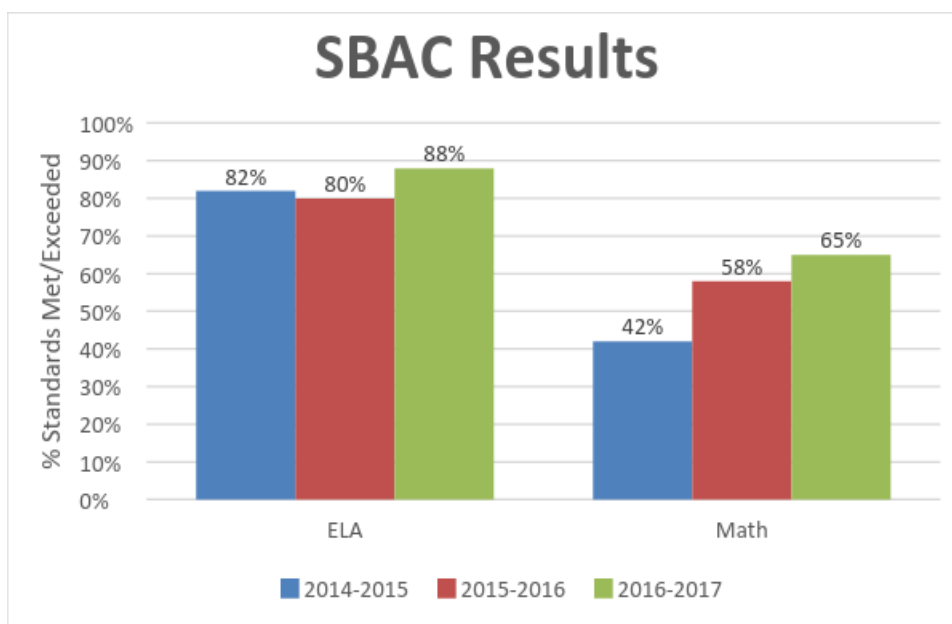
- Named one of Niche website's Top Ten Charter schools in the state of California, 2017.
- Named a Bronze Medalist nationally and in California by US News and World Report, 2017
- Received a Title I Academic Achievement Award in 2016
- Identified by US News and World Report List as a "Best High School" for three years.
- Each graduating class has had a 95% college acceptance rate, with students accepted to all of the University of California campuses as well as to other colleges and universities around the country.
- As reported to the state, HTLA has exceeded 94% attendance rate in all years of operation including the last five years.

#### **California Business for Education Excellence**

- Honor Roll – 2010, 2014, 2015
- 1st Place in the 2016 Congressional Arts Competition 2016
- Honorable Mention 2017 American Association of Physics Teachers High School Physics Photo Contest -2017
- National Merit Scholarship Program "Letter of Commendation" Award-2016
- Selected 3 yr. Grant Recipient- Community Matters- Safe School Ambassadors 2014-2017
- Selected Grant Recipient- Typical or Troubled -2015
- National Hispanic Scholar- Student and Student
- Winner of Langston Hughes Poetry Contest, Huntington Library -2017
- History Day 2016 (LA County): 21 students placed 1st in their category and qualified for National History Day-CA, 1 student received Honorable Mention
- History Day 2017 (LA County): 18 students placed 1st in their category and qualified for National History Day-CA, 10 students received Honorable Mention
- History Day 2017 (CA): Finalists, Senior Group Exhibit—11 students  
Finalists, Senior Group Documentary--6 students

Since our last charter renewal, the State of California changed its standardized testing criteria and therefore, we have focused much of our student performance data on our most recent SBAC test results from 2014 to date, but have included prior more limited information relating to API and AYP scores as well as CST and CAHSEE performance for the prior years. In addition, since official SBAC data only exists for 11<sup>th</sup> graders, we have also included an analysis of our students' recent outcomes on the NWEA test, which we administer to all grade levels, to provide a more general picture of student achievement.

Our schoolwide results on the SBAC show both a high percentage of students Met Or Exceeded the Performance Standards as well as general upward trends in both ELA and mathematics over the last three school years, with a more pronounced upward trend in mathematics proficiency



The data below shows the percentage of students at High Tech LA who met or exceeded the standard on the SBAC Math and ELA tests for the last three years in comparison to the results for LAUSD as a whole and other individual charter and District schools in Los Angeles. For example, in 2016-17, the Met/Exceeds standard for our Similar Schools Median in ELA was 80%. HTLA's was 88%. In 2016-17, the Met/Exceeds standard for our Similar Schools Median in Mathematics was 49%. HTLA's was 65%. In 2016-17, the Met/Exceeds standard for our Resident Schools from CDE Median in ELA was 59%. HTLA's was 88%. In 2016-17, the Met/Exceeds standard for our Resident Schools Median in Mathematics was 21%. HTLA's was 65%. So, for Resident Schools, our ELA Met/Exceeded percentage was 29 points higher. For Resident Schools, our Mathematics Met/Exceeded percentage was 44 points higher.

In 2015-16, HTLA's Met/Exceeds Standards Combined Percentage in ELA was 80% and in Mathematics it was 58%. In the same year, the same calculation for our Similar Schools Median in ELA was 82% while our Los Angeles Unified School District defined Resident Schools from CDE Median in ELA was 59%. In mathematics, the Similar Schools Median was 56.5% and the Resident Median was 24%. Therefore, in 2015-16, HTLA's Met/Exceeds Standards Combined Percentage was two percentage points below the Similar Schools Median in ELA and one and a half percentage points higher in mathematics. Compared to the Resident Schools Median, HTLA's students performed twenty-one percentage points higher in ELA and thirty-four percentage points higher in mathematics.

Our students' SBAC performance in 2016-17 was better than in 2015-16. Our ELA Met/Exceeds Combined % in ELA went up 7.64 percentage points. In mathematics, it went up 7.17 percentage points.

During the same time frame, both the Similar Schools Median and the LAUSD Resident Schools from CDE Median went down. In other words, students at HTLA are significantly out-performing both our Los Angeles Unified School District defined Similar and Resident

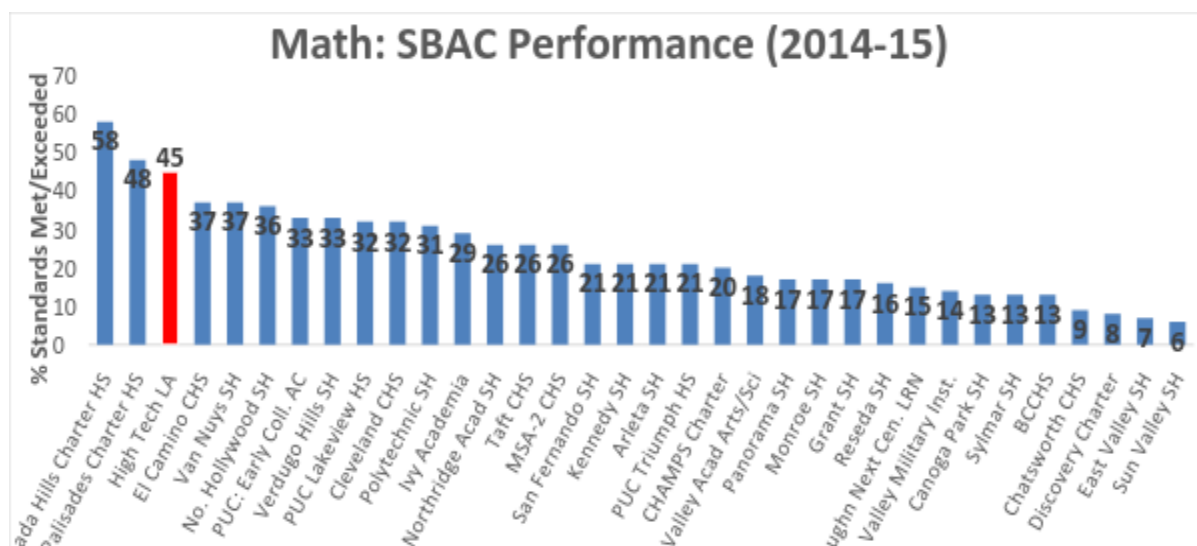
Schools. This is one of the critical thresholds for charter approval. Our students are performing as well or better than the schools they would be going to without us.

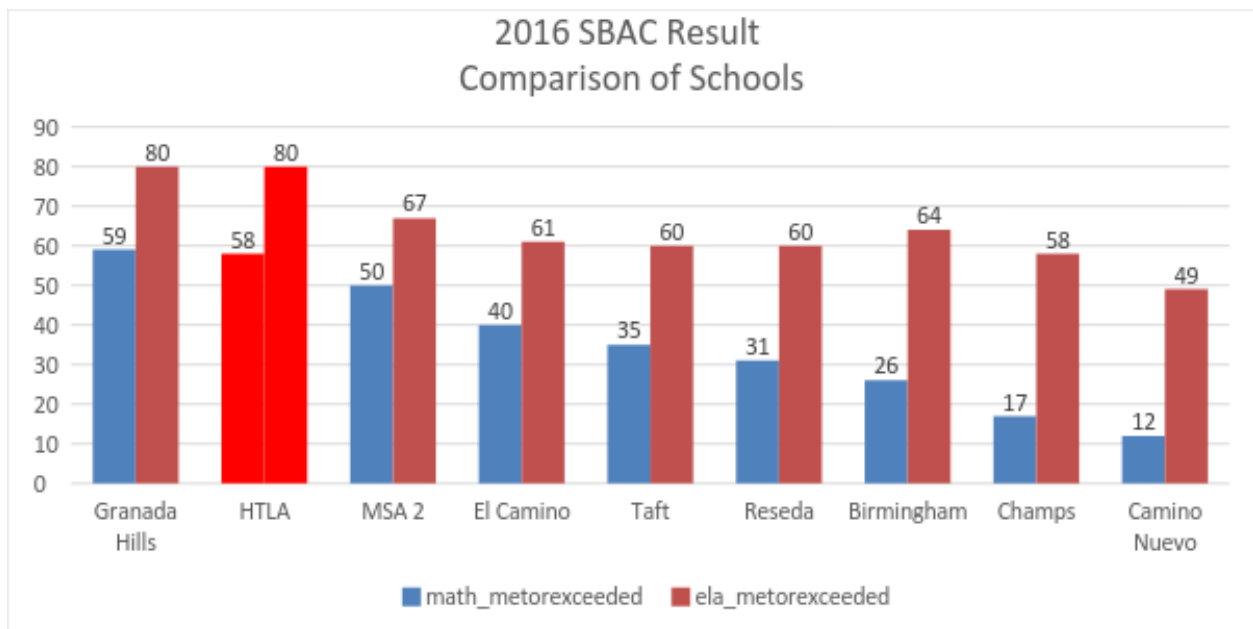
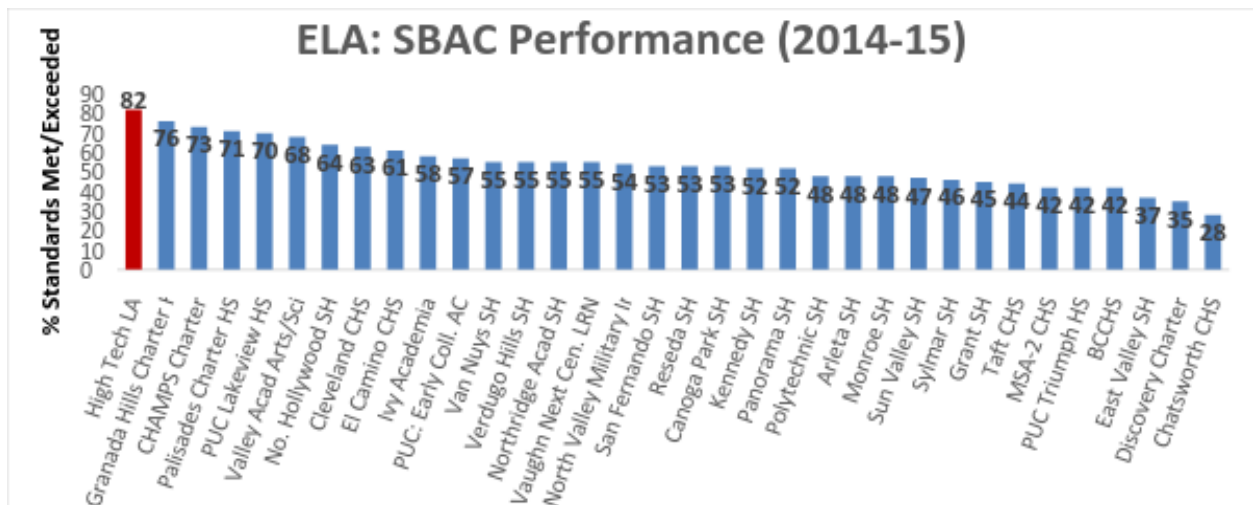
The table below shows HTLA in comparison to Similar Schools and Resident School Medians.

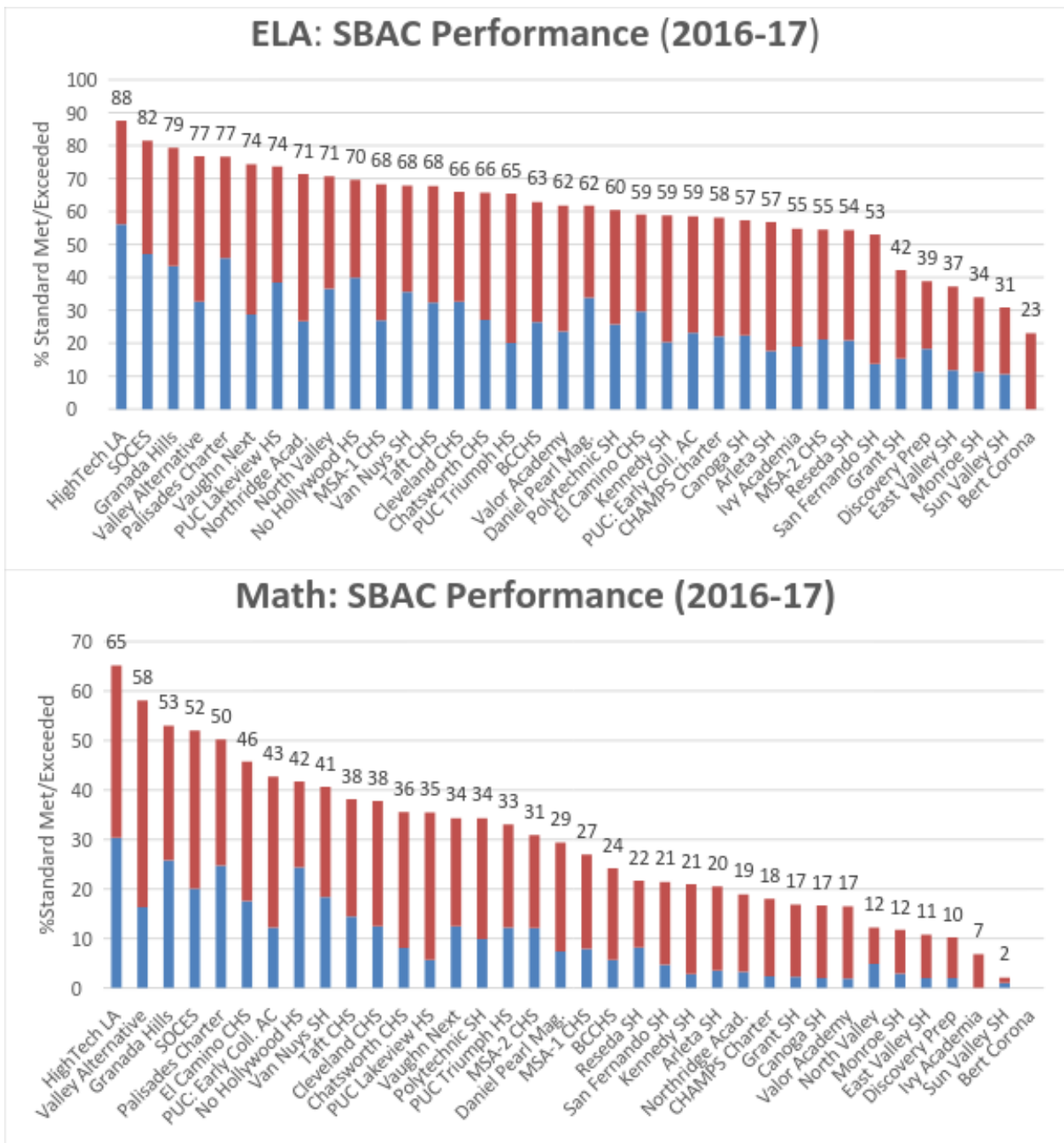
Met/Exceeds Standard, Combined %						
	2015-16		2016-17		Change from 15-16 to 16-17	
	ELA	Mathematics	ELA	Mathematics	ELA	Mathematics
HTLA	80	58	87.64	65.17	7.64	7.17
Similar Schools Median	82	56.5	79.58	49.45	-2.42	-7.05
LAUSD Resident Schools from CDE Median	59	24	58.8	21.09	-0.2	-2.91

Source: LAUSD Data set

Below are tables that show more detailed comparison data on HTLAs performance compared to several other Los Angeles high schools.



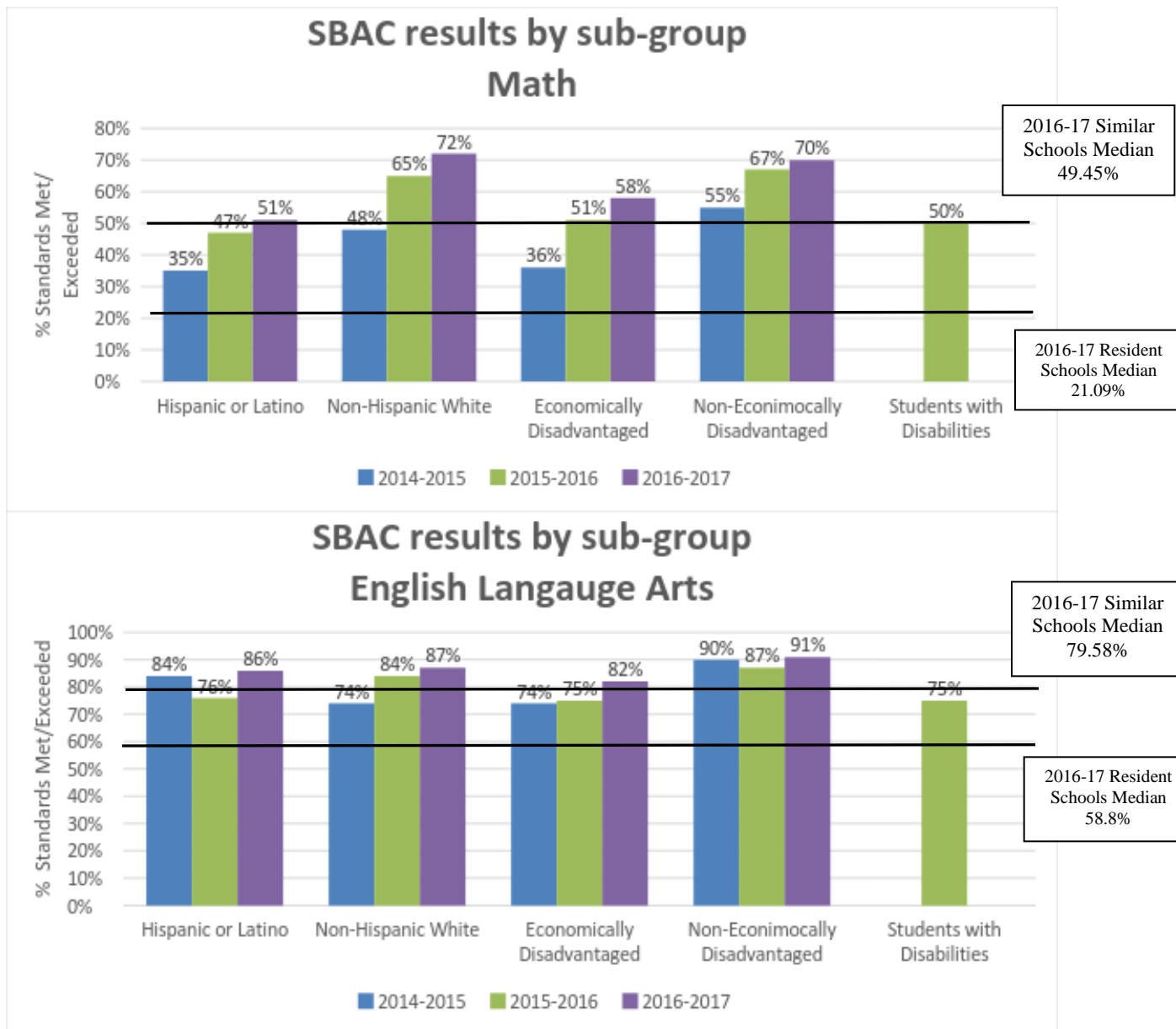




The above data shows that our students are outperforming the schools throughout the San Fernando Valley, both LAUSD and charter, and have been for years. Even more interesting is that our results have improved over the last three years. On the most recent SBAC exams, High Tech LA is simply one of the top performing schools in Los Angeles. As described above, HTLA is outperforming both Resident Schools and Similar Schools as defined in our LAUSD provided data set.

The data below shows our students' performance on the SBAC by statistically significant subgroups in our school





As indicated by the charts above, every sub-group is scoring at or above the latest Similar Schools and Resident School Medians. All students are being educated at a high level at High Tech LA. However, there are notable areas of with room for growth. In mathematics, our overall Met/Exceeded % is at only roughly two-thirds of our 11<sup>th</sup> grade students. Further, our Latino and economically disadvantaged students' performance is, while higher than the two referenced Medians, is lagging behind the overall average in the Charter School and that of other sub-groups. In ELA, while our Latino students are within two percentage points of the Charter School average, our economically disadvantaged students are scoring slightly lower.

Change in Percentage Points from 2015-16 to 2016-17*				English Language Arts		
Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
All Students	89	-1.63	-6.01	-12.54	20.18	7.64
Latino	35	-5.14	-4.57	-1.29	11.00	9.71
Socioeconomically Disadvantaged	33	2.06	-7.88	-16.64	23.45	6.82
White	39	2.13	-6.31	-17.49	20.67	3.18

Change in Percentage Points from 2015-16 to 2016-17*				Mathematics		
Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
All Students	89	-12.26	4.09	3.83	3.34	7.17
Latino	35	-20.43	16.00	-11.14	15.57	4.43
Socioeconomically Disadvantaged	33	-14.91	9.33	-8.76	15.33	6.58
White	39	-0.31	-6.49	8.46	-1.67	6.79

Source: Renewal Data Set

As above, HTLA students improved their SBAC results from 2015-16 to 2016-17 in both English Language Arts and mathematics by just over 7 percentage points. Additionally, every numerically significant subgroup also improved. In particular, in our Socioeconomically Disadvantage and our Latino students' performance on the ELA test, a significant decrease in the number of students who scored at the Standard Not Met showed that even our lowest scoring students saw significant improvement. However, there are areas for growth. Latino students' overall improvement in ELA lagged behind that of the rest of the school. Also, we saw an increase in the number of Socioeconomically Disadvantaged students scoring at the Not Met Standard level in mathematics.

In order to more specifically understand our students' areas of proficiency and need, we further analyzed specific strands from the CAASP data. Below is a breakdown of our students' performance on the 2017 CAASP tests broken down by area of proficiency.

CAASPP 2017	
MATH	
CONCEPTS AND PROCEDURES	All
Above Standard	47.19%
Near Standard	34.83%
Below Standard	17.98%
PROBLEM SOLVING AND MODELING/DATA ANALYSIS	All
Above Standard	34.83%
Near Standard	53.93%
Below Standard	11.24%
COMMUNICATING REASONING	All
Above Standard	37.08%
Near Standard	58.43%
Below Standard	4.49%
ENGLISH	
READING	All
Above Standard	51.69%
Near Standard	43.82%
Below Standard	4.49%
WRITING	All
Above Standard	66.29%
Near Standard	30.34%
Below Standard	3.37%
LISTENING	All
Above Standard	37.08%
Near Standard	48.31%
Below Standard	14.61%
RESEARCH/INQUIRY	All
Above Standard	67.42%
Near Standard	29.21%
Below Standard	3.37%

Source:

(<https://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=19&lstDistrict=64733-0100677&lstSchool=0100677>)

We used the foregoing data to further correlate our teaching to the state Common Core standards. We noted that both problem solving and communicating reasoning are areas ripe for growth for us, which led us to focus on “literacy” across our curriculum to enhance these skills. It is our working hypothesis that some students are scoring lower than their observed mastery-level due to difficulty interpreting and understanding the questions, as well as being able to adequately explain their reasoning, rather than lacking the underlying understanding of the skill being tested. We also noted a deficit in the “listening” skills, which we also believe a focus on literacy will help address.

The major theme and professional development topic of 2017 faculty retreat was literacy. In this retreat we went over the importance of breaking down reading assignments for struggling readers. In particular, we focused on common problems and complaints heard in the classroom and potential constructive responses. For example, we touched on the differences between “in the book” and “in my head” and how to draw out the distinction for readers. Additionally, we identified some major reading strategies and reminded teachers that these are the strategies we want to use in the classroom.

In addition to the CAASPP, High Tech LA has also used the NWEA test as a method of determining student achievement and growth across all grade levels. The NWEA is used to help us triangulate student needs and show student growth over the course of the academic year and from year to year. Instituted in the Fall of 2016, we give the exam at the start and end of each academic year. We use the Fall results to help identify students who may need some additional intervention and assistance and we use the Spring results to both identify growth and analyze the effectiveness of teaching and intervention, both on an individual and grade-wide basis. In particular, we are looking for growth at the class and individual student level. This is a function of being in a small school environment. We analyze student results on an individual level. We are looking for the specific needs of each individual student. To date we have not disaggregated by subgroups other than the grade-level. This is a future need to help expose any patterns that may be currently hidden and useful for analysis. It is important to note that the NWEA is slightly different from the SBAC in that it norms students nationally based on NWEA grade-level standards and it is an adaptive test, which means that as students answer more questions correctly, the test offers students more difficult questions. Thus, a 9<sup>th</sup> grade student may score as high or higher than an 11<sup>th</sup> grade student on the test. As a result, we find it important to look not just at mastery level, but also growth over time in order to understand the impact of our teaching on student performance.

In reviewing our students’ performance on the NWEA, we have set as a benchmark for our school that students perform at or above the 60<sup>th</sup> percentile nationally, since that corresponds approximately to a score of 22 on the ACT Test. A 22 on the ACT is generally held to be at the level of students attending a four year college or university. In other words, achieving the 60<sup>th</sup> percentile on the NWEA predicts college readiness. Since the focus of our school is college-readiness, we felt this level of achievement aligned well with our school’s Mission and Vision. Below is a summary of our students’ performance on the most recent NWEA tests as determined by their national percentile overall.

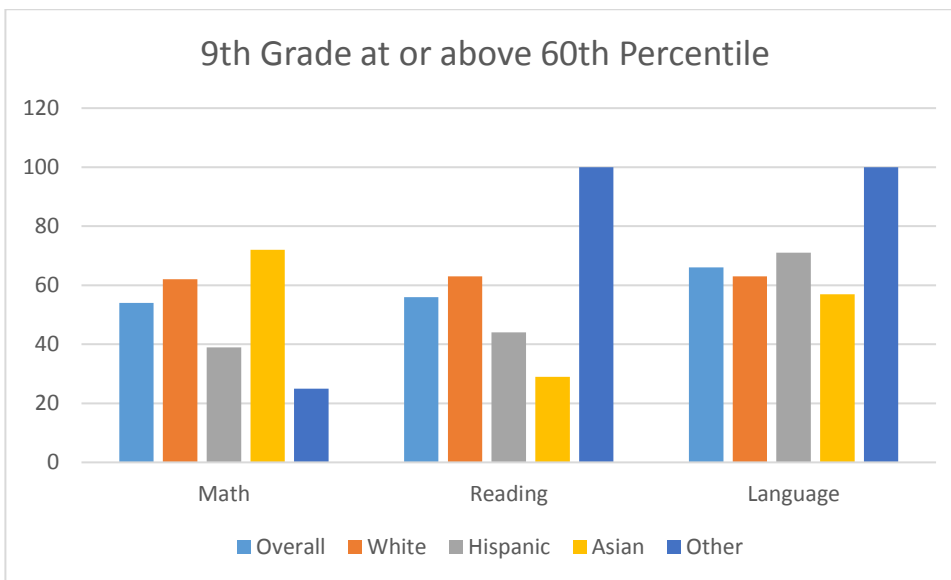
### OVERALL NWEA RESULTS 2017

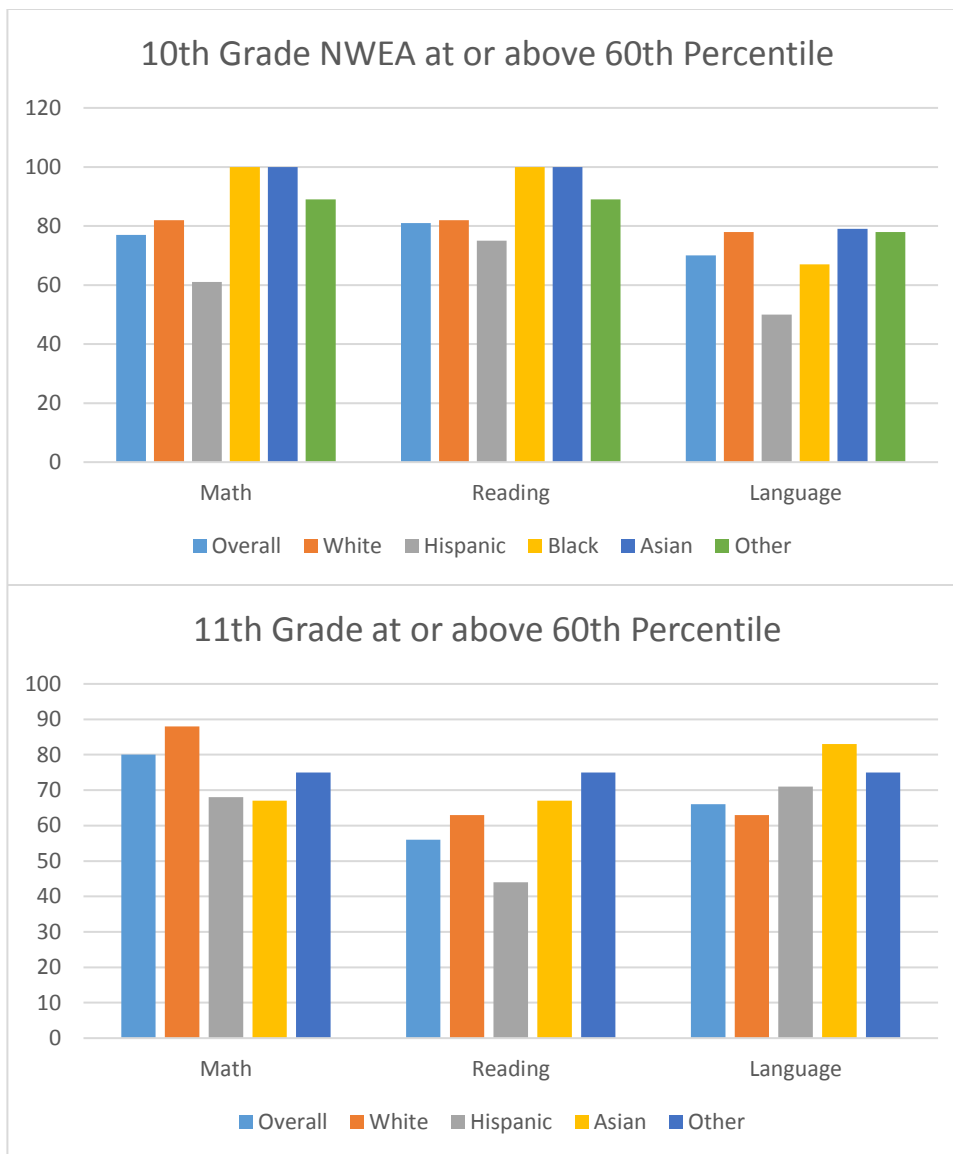
MATH	TOTAL
above 60th percentile	69%
above 40th percentile	87%

READING	TOTAL
above 60th percentile	67%
above 40th percentile	88%

LANGUAGE	TOTAL
above 60th percentile	70%
above 40th percentile	88%

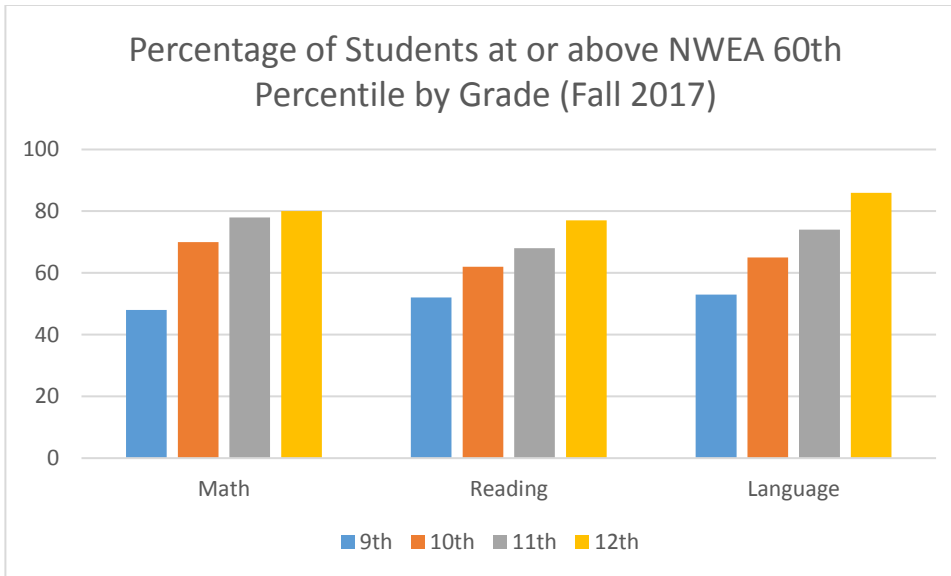
As with our SBAC scores, the overall achievement of our students on the nationally normed test shows high levels of achievement in Math and ELA, with close to 70% of our students overall achieving at or above a college-readiness level. Below is the data broken down by grade level and ethnic subgroups.





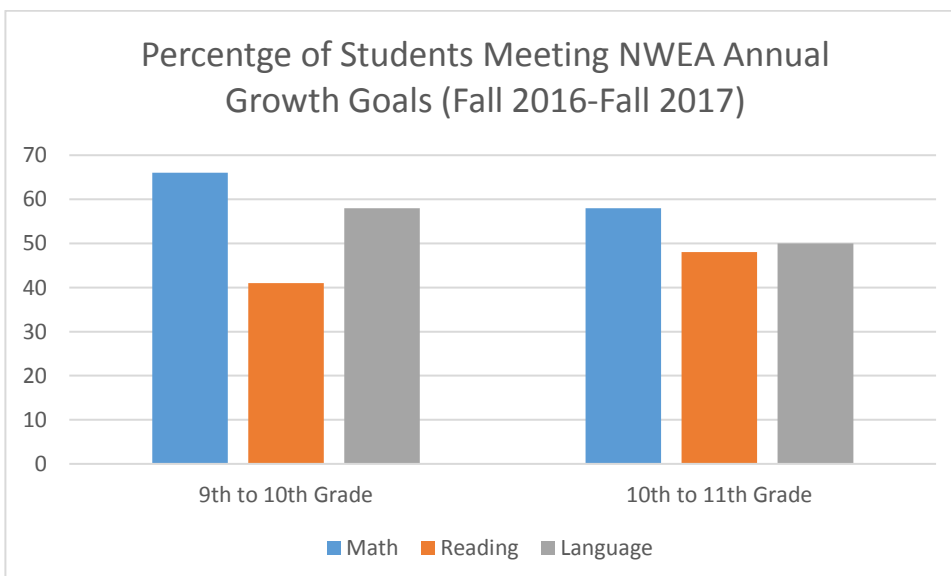
As with our SBAC performance, overall our students across subgroups are performing well, but the results reinforced our decision to focus on literacy across all grade levels to enhance overall performance by all subgroups.

Another way we have looked at our NWEA data is to assess growth over the years by our students. Since the NWEA offers us the ability to look at performance by students on the same test across grade levels, it offers us an opportunity to ensure our students are enhancing mastery over their four years at High Tech LA. The chart below shows the percentage of students by grade level who achieve at or above the 60<sup>th</sup> percentil nationally on the NWEA tests.



Over half of our 9<sup>th</sup> graders come into our school at a mastery level below the 60<sup>th</sup> percentile nationally on the NWEA test, which puts them at risk of achieving their goal of going to college. As evidenced above, however, High Tech LA moves these students closer to that mastery level as they progress with us. By the fall of their Senior year, 80% of our students are achieving at or above the 60<sup>th</sup> percentile in Math and Language and 78% in Reading, with the expectation that by the completion of their Senior year courses, we have moved virtually all of our students to college readiness.

The NWEA test also provides Annual Growth Goals for students moving from grade to grade. We have looked at these data to determine that from year to year, our individual students are meeting growth goals set by the NWEA for their increased mastery and have used these to set a benchmark for growth for our student population. The charts below show the percentage of our students meeting NWEA Growth Goals when comparing the Fall 2016 to Fall 2017 NWEA scores.



As the chart above shows, although our students overall are improving mastery over the course of their four years at HTLA, we are doing a better job meeting NWEA's Annual Growth Goals in Math than in Reading and Language. Again, we are hoping that our focus on literacy across the curriculum will continue to push our already high achieving students even higher in their mastery of these skills.

Finally, we use the data from our NWEA tests to identify the specific students who need intervention. Since the NWEA is taken by students across all grade levels, throughout their career at High Tech LA, it becomes another very important piece of data, together with grades, attendance and teacher anecdotal reports, to identify students who need intervention and support to give help to those who need it most to achieve mastery and prepare for college.

#### Older Data:

Since its first year of operation, High Tech LA has consistently achieved over an 800 API, the state goal for all public schools. In addition, it has outperformed neighborhood and similar LAUSD schools on the API Growth Score. It has achieved 9's and 10's on both the Statewide and Similar Schools API Rank in all years of operation, a feat accomplished by few schools in LAUSD and throughout the state. CAHSEE passage rates were well over 90% in all years, again outperforming local and similar schools and LAUSD and the percent of students scoring proficient or above on the CST exams was strong. High Tech LA met its AYP for all years through 2010-2011 (the last year for which AYP data is available).

#### Student Population To Be Served

High Tech LA is a high school with approximately 390 students located on the Lake Balboa Educational Complex in the San Fernando Valley, operating since September 2004. High Tech LA blends a strong directed learning environment, the application of technology to a core curriculum emphasizing math and science as well as the A-G University of California requirements, and a supplemental project-based curriculum focusing on current technology. High Tech LA will attempt to create a gender balance at the Charter School through balanced marketing, knowing that the technology field has traditionally lured men to the industry.

Our October, 2016 CALPADS Demographic Information and that of our LAUSD defined Similar Schools and Resident Schools information as contained in the LAUSD provide renewal Data Set is as follows:



	High Tech LA	Similar Schools Median	LAUSD Resident Schools from CDE Median
Enrollment	398	1,321	1,873
F/R Meal	45.5	57.2	81.7
GATE	0.0	29.4	17.7
American Indian or Alaska Native	0.8	0.1	0.2
Asian	4.3	7.5	2.3
Black or African American	0.8	9.9	3.2
English Learner	3.0	1.4	14.7

High Tech LA draws many students from the attendance area of Birmingham Community Charter High School as it is located on its campus. From the data provided in the Renewal Data Set from the October, 2016 CALPADS Demographic Information, Birmingham Community Charter High School students are 84% Latino, 6% Caucasian, 4% African American, and 2% Asian. English Learners make up 11% of their student population. Approximately 85% of their students qualify for the Free/Reduced-Price Lunch Program.

Filipino	2.5	2.0	3.0
Foster Youth	0.3	0.2	0.5
Homeless	0.0	0.4	1.8
Latino	35.4	46.2	75.1
Native Hawaiian or Pacific Islander	0.3	0.3	0.3
Socio- economically Disadvantaged	46.0	57.7	83.3
Students with Disabilities	8.8	6.1	13.9
Two or More Races	2.5	1.1	0.5
White	40.7	22.3	10.4

Source: 2017 LAUSD provided Data Set

For data covering the past five years:

Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	Multiple
	#	%	%	%	%	%	%	%	%
2012-2013	353	3.1%	0.6%	4.8%	4.5%	30.9%	3.1%	51.0%	0.9%
2013-2014	364	1.7%	0.6%	4.1%	4.4%	36.3%	1.65%	47.5%	2.2%
2014-2015	373	1.6%	0.3%	3.8%	4.3%	38.1%	1.6%	47.7%	4.0%
2015-2016	389	1.8%	0.3%	4.4%	4.4%	40.1%	1.8%	42.4%	3.1%
2016-2017	399	0.8%	0.8%	4.5%	2.3%	35.3%	0.8%	40.6%	2.8%

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

The White and African-American populations show a slight decrease while the Hispanic group has shown a trend increase with a slight dip last year. Another change has been the change in the percentage of students in the Multiple/ No Response category as this has shown a trend upwards.

For a more complete comparison of our neighborhood schools' demographics, below is a Neighborhood Demographic Comparison (from SARC report, 2015-16)

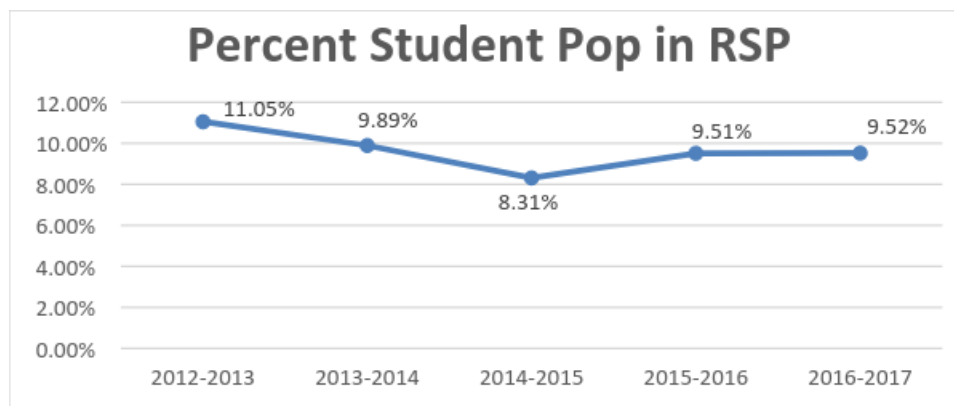
SCHOOL	2015-2016 Enrollment	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	Two or More Races or Other	English Learners	Socio-economically Disadvantaged
High Schools											
HTLA	390	0.50%	0.30%	3.30%	2.80%	42.10%	0.00%	29.50%	21.50%	2.80%	45.10%
Birmingham	3278	4.40%	0.20%	1.70%	2.60%	82.60%	0.10%	7.40%	1.00%	10.70%	86.90%
Reseda	1597	4.30%	0.30%	3.90%	2.90%	77.10%	0.20%	10.50%	0.40%	19.10%	82.70%
Van Nuys	2594	4.20%	0.10%	12.70%	7.90%	62.90%	0.20%	10.70%	0.70%	12.30%	79.40%

SCHOOL	2015-2016 Enrollment	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	Two or More Races or Other	English Learners	Socio-economically Disadvantaged
Middle Schools											
Mulholland	1162	3.50%	0.30%	2.00%	1.70%	86.70%	0.00%	5.70%	0.10%	23.50%	93.50%
Portola	1902	6.30%	0.10%	10.20%	2.50%	33.70%	0.20%	45.00%	1.80%	10.10%	54.90%
Millikan	2061	8.60%	0.40%	6.70%	1.80%	27.10%	0.40%	53.10%	1.60%	5.70%	37.70%
Van Nuys	1159	3.00%	0.10%	2.70%	2.90%	82.50%	0.20%	7.90%	0.70%	22.80%	85.30%

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

As a charter high school, High Tech LA annually receives applications from potential students throughout Los Angeles County to establish its freshman class. Admission to High Tech LA is based on a lottery from a pool of applicants for the 9<sup>th</sup> grade who submit complete applications by a January deadline. Siblings of High Tech LA students and children of High Tech LA employees are automatically admitted. The lottery is conducted in the High Tech LA Great Room and is open to the public.

According to our internal enrollment records, student enrollment in the Resource Specialist Program at High Tech LA has remained roughly flat for the past several years at approximately one-tenth of the student body. An additional full time RSP teacher was added two years ago and we now have six full time paraprofessionals on board to meet the needs of our students.



	2012-13	2013-14	2014-15	2015-16	2016-17
Total	11.05%	9.89%	8.31%	9.51%	9.52%

High Tech LA provides a Resource Specialist Program for all identified students who qualify for Individual Education Programs (IEPs). Currently, students are enrolled with the following eligibilities: other health impaired, autism, specific learning disability, hard of hearing, traumatic brain injury, and orthopedically impaired. High Tech LA provides services to these students according to the specific needs identified on the students' IEPs. Special services include occupational therapy, speech and language, DHH, and counseling. Unique to the Resource Specialist Program at High Tech LA, is a daily homework monitoring system conducted by the resource teachers and/or the special education paraprofessionals. The staff member checks the students' planner for all homework assignments. This daily attention to detail and follow through improves student achievement for these special needs students. The special education teachers provide constant collaboration with the general education teachers, and a daily study skills class in math and English provides targeted assistance for those students who need it. In spite of special needs, High Tech LA boasts high graduation statistics and, as described above, RSP students meeting the standard in the 11<sup>th</sup> grade SBAC at roughly the rate as their non-RSP classmates.

Year	Socioeconomically Disadvantaged	English Learners	RFEP	RECLASSIFIED IN ACADEMIC YEAR	Students with Disabilities
2012-2013	45.0%	4.3%	12.8%	25%	11.1%
2013-2014	50.6%	3.6%	17.3%	0%	9.9%
2014-2015	50.7%	1.6%	22.0%	66.7%	8.3%
2015-2016	45.5%	2.8%	24.9%	66.7%	9.5%
2016-2017	46.0%	3.0%	29.3%	0%	8.8%

As part of our reclassification plan, we spend significant time identifying students who might need to be tested on the CELDT (ELPAC in the future). Given the delay in receiving cumulative records from the nearly two dozen different middle schools that our new students attended previously and the care with which we give teachers time to determine if a student may be an EL student, we have twice in the past five years missed the October 1 deadline to reclassify students. This has been largely a mistake on part of our administrative processes. We have corrected this faulty communication and instituted a hard internal deadline for updating our internal SIS three school days before the October 1 deadline to give our back office provider time to update CALPADS in time to reflect the reclassification of students.

In the year following this missed deadline, 2014-15, we reclassified 66.7 % of EL students. Further, all students are taking the same courses. There is no EL track with instruction in their native language. Our years with reclassification rates of 0 refer not to our teaching of students, but the difficulty we have had October 1 deadline. The numbers in the table above are percentages. Our EL students are in exactly the same track of classes as every other student. They are not programmed into lesser courses.

Enrollment Roll-Out Plan					
Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
9	125	120	110	105	100
10	105	110	115	110	105
11	95	95	100	110	110
12	90	90	90	90	100
Total	415	415	415	415	415

## Goals and Philosophy

### Vision Statement:

High Tech LA will provide a California State Standards-based college preparatory education for all students, but especially for “low income” students to meet the A – G requirements for admission to a University of California or California State University, and to develop “knowledge leaders in the 21<sup>st</sup> century digital world.” HTLA emphasizes the development of an educated person in the 21<sup>st</sup> century who can take knowledge and apply it to solving problems.

### Mission Statement:

High Tech LA is a diverse community of active learners dedicated to fusing traditional academic subjects with real world, technical applications and problem solving skills. High Tech LA has two major goals: 1) to successfully integrate technical and academic education in a school that prepares students for post-secondary education and careers, and 2) to increase the number of underrepresented students in math and engineering who succeed in high school and post-secondary education and become productive leaders.

### Expected Schoolwide Student Learning Goals (ESLRs)

High Tech LA remains dedicated to the Learning Goals which represent what High Tech LA students should be, know and be able to do upon graduation. High Tech LA’s Learning Goals are as follows:

1. Collaboration. In addition to working as self-directed learners, students draw upon their collective thinking and experience. When students work in teams on projects, their collaboration is an explicit focus for assessment.
2. Technology. Students use technologies to problem solve and to enhance their project work in the context of conducting research, writing, completing complex mathematical calculations, organizing and managing projects and schedules, or being creative with digital graphics, photography, web design or video.
3. Communication. Excellent communication skills, both oral and written, are essential to success in post-secondary education and in the workplace. Student communication skills are assessed in rigorous reviews by faculty, peers, and members of the community. The Faculty emphasize student writing across all curricular content areas as a focus for program development and assessment.

4. Community Ethics and Responsibility. High Tech LA students are being prepared to be positive and productive forces in their families and communities, embracing traits of alert citizenship and an appreciation for diversity. Faculty guide students toward a global vision of ethics and social responsibility through the exploration of science, humanities, the arts, the advisory process, and interactions with the communities in which they will live, study and work.

### What It Means to be an Educated Person in the 21<sup>st</sup> Century

An educated person in the 21<sup>st</sup> century is a person who can take knowledge and apply it to solving problems. Today, rote learning is not an option for an educated person.

Knowledge is only the beginning of learning, as it is more critical that educated people be able to apply knowledge to solve the problems facing them. Once those problems are solved, there will be new problems that will be created and the application of continuous knowledge will be necessary to solve those problems as well. For example, computers and the Internet evolved out of the problem of not being able to attain information quickly and easy enough. Smart phones, tablets and near-constant and ubiquitous connection to the internet have changed both society and education expectations. It is no longer commonplace not to “know something.” Basic facts are just a quick trip to Google away. The rules of existence have changed and the educated person has to deal with a world where technology has been created ahead of need and where passive, rote learning is not rewarded. The educated person needs to step from a foundation of knowledge onto a creative ledge where technology, individual “out-of-the-box” tinkering, and problem-solving mentality will be needed. Today students have to know how to open Pandora’s Box and also deal with its contents.

### How Learning Best Occurs

There is no one single way how learning best occurs. Students are individuals who learn in different ways. Some are primarily auditory learners. Some are more dominantly visual learners. Some can work well with a combination of both or use some other learning style primarily. Learning best occurs when the teacher understands the needs of each student and helps each student reach his or her potential in an environment that is accessible to all. A high interest curriculum, positive teacher guided feedback, a non-threatening environment and an atmosphere that promotes peer encouragement are essential to a true learning experience. Additionally, High Tech LA hopes to enable students to become self-motivated, competent, life-long learners by establishing an environment where learning is engaging and worthwhile. When students experience learning that is engaging and connects to “real world” applications, they develop a love of learning that continues far beyond high school. By creating a rigorous academic environment in the atmosphere described, High Tech LA attempts to bridge the “why do I need to learn this?” gulf often seen in traditional education. Emphasizing student learning while remaining cognizant of the long-term impact of grades on college applications is the happy medium High Tech LA has, and will continue to, walk.

## LCFF STATE PRIORITIES

### GOAL #1

*HTLA Supports Student Achievement*

Related State Priorities:

<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 8
<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	

Local Priorities:

☐:

☐:

### Specific Annual Actions to Achieve Goal

HTLA will reduce attrition rates for 9<sup>th</sup> and 10<sup>th</sup> graders.

HTLA will provide appropriate interventions when necessary.

- HTLA will provide comprehensive interventions through four different programs (NWEA, Aleks, Summer School, tutoring).
- Student progress from pre-test to post-test improvement will increase by 10% (based on the 2015-2016 school year results).

HTLA will retain, hire, and appropriately assign highly-qualified teachers and staff, who continuously develop as professionals.

- 100% of teachers and staff will be appropriately assigned and highly-qualified.
- 100% of teachers will participate in professional development.

HTLA will provide all students with access to an engaging, rigorous, and broad curriculum that fully implements ELA and Math Common Core State Standards.

HTLA will provide students with access to effective instructional materials.

- 100% of students will have access to standards-aligned learning material.

*HTLA will continue to require all students to take a Broad Course of Study in order to graduate. This course of study will include:*

- *Foreign Language*
- *VAPA*
- *Mathematics*
- *Science*
- *English Language Arts*
- *Social Studies*

Expected Annual Measurable Outcomes						
Outcome #1: Reduce percentage of students transferring to other schools. Metric/Method for Measuring: Enrollment						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	<i>2017-18 Attrition Rate</i>	<i>0.5% decrease from baseline</i>	<i>0.75 % decre ase from baseli ne</i>	<i>1.0% decreas e from baseline</i>	<i>1.25% decreas e from baseline</i>	<i>1.5% decrease from baseline</i>
English Learners	<i>Same as above</i>	<i>0.75% decrease from baseline</i>	<i>1.0% decre ase from baseli ne</i>	<i>1.25% decreas e from baseline</i>	<i>1.50% decreas e from baseline</i>	<i>1.75% decrease from baseline</i>
Socioecon. Disadv./Low Income Students	<i>Same as above</i>	<i>0.75% decrease from baseline</i>	<i>1.0% decre ase from baseli ne</i>	<i>1.25% decreas e from baseline</i>	<i>1.50% decreas e from baseline</i>	<i>1.75% decrease from baseline</i>
Foster Youth	*	*	*	*	*	*
Students with Disabilities	<i>Same as above</i>	<i>0.5% decrease from baseline</i>	<i>0.75 % decre ase from baseli ne</i>	<i>1.0% decreas e from baseline</i>	<i>1.25% decreas e from baseline</i>	<i>1.5% decrease from baseline</i>
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	<i>Same as above</i>	<i>0.5% decrease from baseline</i>	<i>0.75 % decre ase from baseli ne</i>	<i>1.0% decreas e from baseline</i>	<i>1.25% decreas e from baseline</i>	<i>1.5% decrease from baseline</i>
Filipino Students	<i>Same as above</i>	<i>0.5% decrease</i>	<i>0.75 % decre</i>	<i>1.0% decreas</i>	<i>1.25% decreas</i>	<i>1.5% decrease</i>



		<i>from baseline</i>	<i>ase from baseli ne</i>	<i>e from baseline</i>	<i>e from baseline</i>	<i>from baseline</i>
Latino Students	<i>Same as above</i>	<i>0.5% decrease from baseline</i>	<i>0.75 % decre ase from baseli ne</i>	<i>1.0% decreas e from baseline</i>	<i>1.25% decreas e from baseline</i>	<i>1.5% decrease from baseline</i>
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	<i>Same as above</i>	<i>0.5% decrease from baseline</i>	<i>0.75 % decre ase from baseli ne</i>	<i>1.0% decreas e from baseline</i>	<i>1.25% decreas e from baseline</i>	<i>1.5% decrease from baseline</i>
White Students	<i>Same as above</i>	<i>0.5% decrease from baseline</i>	<i>0.75 % decre ase from baseli ne</i>	<i>1.0% decreas e from baseline</i>	<i>1.25% decreas e from baseline</i>	<i>1.5% decrease from baseline</i>

- Outcome #2: High Tech LA students will score at or above the 60<sup>th</sup> percentile on the mathematics, reading and language usage test on the spring sitting of the NWEA at the following rates: 9<sup>th</sup> grade = 60%, 10<sup>th</sup> grade = 80%, 11<sup>th</sup> grade = 85%.

Metric/Method for Measuring:

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	<i>2017-18 NWEA MAP Growth test</i>	<i>+1 % from baseline</i>	<i>+2 % from baseli ne</i>	<i>+3 % from baseline</i>	<i>+4 % from baseline</i>	<i>+5 % from baseline</i>
English Learners	<i>Same as above</i>	<i>+2 % from baseline</i>	<i>+3 % from baseli ne</i>	<i>+4 % from baseline</i>	<i>+5 % from baseline</i>	<i>+6 % from baseline</i>
Socioecon. Disadv./Low Income Students	<i>Same as above</i>	<i>+2 % from baseline</i>	<i>+3 % from</i>	<i>+4 % from baseline</i>	<i>+5 % from baseline</i>	<i>+6 % from baseline</i>

			<i>baseline</i>			
Foster Youth	*	*	*	*	*	*
Students with Disabilities	<i>Same as above</i>	<i>+1 % from baseline</i>	<i>+2 % from baseline</i>	<i>+3 % from baseline</i>	<i>+4 % from baseline</i>	<i>+5 % from baseline</i>
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	<i>Same as above</i>	<i>+1 % from baseline</i>	<i>+2 % from baseline</i>	<i>+3 % from baseline</i>	<i>+4 % from baseline</i>	<i>+5 % from baseline</i>
Filipino Students	<i>Same as above</i>	<i>+1 % from baseline</i>	<i>+2 % from baseline</i>	<i>+3 % from baseline</i>	<i>+4 % from baseline</i>	<i>+5 % from baseline</i>
Latino Students	<i>Same as above</i>	<i>+3 % from baseline</i>	<i>+4 % from baseline</i>	<i>+5 % from baseline</i>	<i>+6 % from baseline</i>	<i>+7 % from baseline</i>
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	<i>Same as above</i>	<i>+1 % from baseline</i>	<i>+2 % from baseline</i>	<i>+3 % from baseline</i>	<i>+4 % from baseline</i>	<i>+5 % from baseline</i>
White Students	<i>Same as above</i>	<i>+1 % from baseline</i>	<i>+2 % from baseline</i>	<i>+3 % from baseline</i>	<i>+4 % from baseline</i>	<i>+5 % from baseline</i>

Outcome #3: Increase graduation rate.

Metric/Method for Measuring: Graduation rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	96.4%	97%	98%	98%	98%	98%
English Learners	<i>Same as above</i>	97%	98%	98%	98%	98%
Socioecon. Disadv./Low Income Students	<i>Same as above</i>	97%	98%	98%	98%	98%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	<i>Same as above</i>	97%	98%	98%	98%	98%

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	<i>Same as above</i>	97%	98%	98%	98%	98%
Filipino Students	<i>Same as above</i>	97%	98%	98%	98%	98%
Latino Students	<i>Same as above</i>	97%	98%	98%	98%	98%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	<i>Same as above</i>	97%	98%	98%	98%	98%
White Students	<i>Same as above</i>	97%	98%	98%	98%	98%

LCFF STATE PRIORITIES						
GOAL #2						
HTLA will foster a sense of community by providing a healthy, safe, inclusive school environment				<b>Related State Priorities:</b> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6  <b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
Reduce suspension and expulsion rate.  Increase parent engagement/input in school.						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain low rate of expulsions. Metric/Method for Measuring: number of expulsions						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	<3%	<3%	<3%	<3%	<3%	<3%
English Learners	<3%	<3%	<3%	<3%	<3%	<3%
Socioecon. Disadv./Low Income Students	<3%	<3%	<3%	<3%	<3%	<3%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	<3%	<3%	<3%	<3%	<3%	<3%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	<3%	<3%	<3%	<3%	<3%	<3%
Filipino Students	<3%	<3%	<3%	<3%	<3%	<3%
Latino Students	<3%	<3%	<3%	<3%	<3%	<3%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	<3%	<3%	<3%	<3%	<3%	<3%
White Students	<3%	<3%	<3%	<3%	<3%	<3%
Outcome #1: Maintain low rate of suspensions. Metric/Method for Measuring: number of suspensions						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023

All Students (Schoolwide)	<3%	<3%	<3%	<3%	<3%	<3%
English Learners	<3%	<3%	<3%	<3%	<3%	<3%
Socioecon. Disadv./Low Income Students	<3%	<3%	<3%	<3%	<3%	<3%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	<3%	<3%	<3%	<3%	<3%	<3%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	<3%	<3%	<3%	<3%	<3%	<3%
Filipino Students	<3%	<3%	<3%	<3%	<3%	<3%
Latino Students	<3%	<3%	<3%	<3%	<3%	<3%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	<3%	<3%	<3%	<3%	<3%	<3%
White Students	<3%	<3%	<3%	<3%	<3%	<3%

Outcome #3: Increase parental involvement of attendance at school events.

Metric/Method for Measuring: sign-in sheets

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	70%	70%	70%	70%	70%	70%
English Learners	70%	70%	70%	70%	70%	70%
Socioecon. Disadv./Low Income Students	70%	70%	70%	70%	70%	70%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	70%	70%	70%	70%	70%	70%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	70%	70%	70%	70%	70%	70%
Filipino Students	70%	70%	70%	70%	70%	70%
Latino Students	70%	70%	70%	70%	70%	70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	70%	70%	70%	70%	70%	70%
White Students	70%	70%	70%	70%	70%	70%

## Instructional Design

The High Tech LA curriculum is a unique blend of education that enables students to master the content standards for the four core curriculum areas (English language arts, mathematics, science, and history/social science) adopted by the State Board of Education pursuant to Education Code section 60605. High Tech LA's core curriculum includes the following key components:

- Backwards Design/Differentiated Learning
- Core Curriculum is based on the UC/CSU A-G Requirements—Upon graduation, all High Tech LA students have met or exceeded all the A-G requirements for admission to a University of California or California State University.
- Integration of technology into all subjects
- Project-Based Learning with focus on cross-curricular projects that connect to the “real world”
- A student internship
- Social-Emotional Learning and Support

### Backwards Design/Differentiated Learning

All instruction at High Tech LA starts first with the state standards, including the California Common Core State Standards (CCSS), new Next Generation Science Standards (NGSS) and the state's frameworks for instructional design, all of which drive the creation of lesson plans and assessments. High Tech LA teachers collaboratively plan units of study using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

*1. Identify desired results:* Beginning with the CA State Standards, teachers determine a three-tiered hierarchical set of learning expectations:

- Enduring understandings: How students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
- Pre-requisite information and skills: What prior knowledge do my students need to make meaning of this new information?
- Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they are be guided by thinking about the extent to which the idea, topic or process: (1) represents a ‘big idea’ having enduring value beyond the classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

2. *Aligning Assessments to the Desired Results:* Teachers use a variety of assessment methods including both formative and summative assessments. Methods include quizzes or tests aligned with the style students encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as Presentations of Learning, informal checks, student observation, 1:1 conferencing, performance tasks and projects requiring both physical deliverables as well as public presentations. Where possible, technology is be used to expand the extent of possible exhibition of mastery products or performances. Teachers match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

3. *Differentiating Instruction to Meet the Needs of All Learners:* Now that the learning expectations (knowledge and skills) have been identified, teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. At High Tech LA, this means that teachers design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English Learners and students with special needs). Teachers write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery. Each experience is an opportunity to construct new meaning through discussion, collaboration, and reflection to integrate new concepts.

Teachers also scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of CCSS content standards. Students continuously be challenged to find and use evidence to support their positions. In these ways, each student's existing beliefs, theories and perceptions are challenged through conversation, hands- on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they understand and retain concepts and skills that are delineated in the state standards.

Explicit instruction – particularly in reading, writing, and mathematics –play an important role within the overall delivery of instruction. Skill-specific academic needs are be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that are introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

## Project-Based Learning

The backbone of the school's pedagogy is Project Based Learning (PBL). PBL is a method to develop standards-based, interdisciplinary projects that connect to a real-world product. Through project-based learning, our students engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. Skills in planning, resource gathering, project management, and problem-solving are developed alongside the skills specific to the project or problem. In alignment with CCSS, we emphasize "what students can do with knowledge, rather than what units of knowledge they have," the essence of 21<sup>st</sup> century skills (Silva, 2008, p. 630). Critical thinking and collaboration coexist alongside project management. Learning how different content areas interact represents real understanding (Cajete, 1994). In collaborative group learning, students have the opportunity to interact with and learn from other students on more complex tasks than they could engage in alone, providing immediate feedback, encouraging them to explore their own and other students' ideas, and helping develop communication and interpersonal skills. This approach also enables students to become Self-Directed Learners, with teachers as mentors and models. Research from cognition demonstrates that self-directed learning helps students optimize the educational experience, focusing effort on useful information that they do not already possess and exposing students to information that we do not receive in merely passive observation. The active nature of self-directed learning helps students encode information and retain it over time. (Gureckis and Markant, 2012.)

Through projects, our faculty is able to accomplish a number of objectives in an engaging, relevant way for high school students, and enable students to:

- *Acquire, communicate, and investigate worthwhile knowledge in depth.* Instead of dividing instruction into disconnected learning blocks, students are able to view school subjects as connected and interrelated, much like real life. As students explore topics in a variety of ways and through various sources, they learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. (Willis, 1995; Csíkszentmihályi, 2009.) Activities are assigned for home exploration that help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.
- *Integrate reading, writing, listening, speaking, and thinking across the curriculum.* Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics. Narrative and expository literature and high interest trade books serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create "active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas." (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994.)



- *Make choices, interact, collaborate, and cooperate.* Students explore topics individually, in small groups, and together as a whole class. Reading and writing tasks are authentic, motivating, relevant, and contextualized. Students make appropriate choices based on their interests, abilities, and needs.
- *Participate and learn, regardless of ability, level of language development, or background.* One of the most important advantages of cross-curricular thematic instruction is that it is flexible and adaptable. Thematic learning allows teachers to implement a variety of instructional approaches that best meet the students' needs. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.

Project-based learning has significant benefits for language learners as well. Karen Carrier, in "Key Issues for Teaching English Language Learners in Academic Classrooms," (Middle School Journal, November 2005) identifies three key challenges English Learners face in the academic classroom:

- The amount of time required for second language acquisition
- The dual job of ELs – learning content and learning the language
- The need for multiple modes of input and output

Project-based learning also naturally allows for multiple modes of input and output, providing students with real-world applications and built-in visuals and realia to contextualize new learning.

There is a wealth of resources available to our faculty online to help them develop ideas and lesson plans for project-based work, including the acclaimed Buck Institute for Education ([bie.org](http://bie.org)), Edutopia, [pbl-online.org](http://pbl-online.org) and dozens of others. Faculty designs interdisciplinary projects that enable students to engage in deeper learning as they master core content. For example, 9<sup>th</sup> graders might learn about how archaeologists use artifacts to learn about the past by learning about their peers' lives. First, each student is asked to create a personal "culture bag," choosing five items that reflect who they are and what is important to them, and place these items in a paper bag. Then, on index cards, students write notes about each object describing why it is significant to them. Students then present the personal culture bag to the class. They take notes on each other's bags, artifacts, and what the items reveal about each of their classmates. These notes are shared on Microsoft OneNote. During this project, students learn more about their classmates' lives, discover the similarities and differences between them, and experience the complex challenges faced by archaeologists when they try to learn about the past. Then, they secretly (at home) create a box filled with dirt and personal artifacts for other students to excavate during class. The items in the box will be related to each artifact from their personal culture bag. Students then participate in an "archaeological dig" where they try to use their powers of deduction and their notes from the presentations to decipher the objects found in each student's box and determine which box belongs to whom and what story the items tell about the person who created it, just as real archeologists use facts to learn about artifacts from the past.

## Technology-Infused Learning

A critical tool in our effort to personalize learning for each student is the use of technology. Students are able to use the ever-growing body of rich on-line curriculum to practice skills and engage in fun, game-like learning that adapts continuously to their individual needs. Instruction in phonetics, reading, math, science, history and much more can be found on high-quality free websites such as [www.khanschool.org](http://www.khanschool.org), [www.nasa.gov](http://www.nasa.gov), [www.pbskids.org](http://www.pbskids.org), [www.coolmath-games.com](http://www.coolmath-games.com), and many more. In addition, our math curriculum is augmented by the Aleks software from McGraw-Hill. This software, has been consistently shown to realize dramatic increases in proficiency levels at schools that previously were among the lowest performers in their states. We also utilize a standards-based programs like Lexia, Brain Pop, Reading Eggs, Kahoot, Quia and Desmos, and more to enhance classroom learning.

Through this interactive software, learning is easily differentiated as students can choose from different activities based on their preferences, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasing levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly.

Blended learning provides a number of advantages to teaching and learning, which translate into accelerated student achievement and mastery of content:

- *Differentiated learning technology to quickly address students' academic needs.* We anticipate that our students enter High Tech LA with a wide range of different skill levels, with some potentially several grades behind. Quality education software programs can meet students at their level and provide individualized curriculum and instruction to each student. This allows students who are behind to build the core skills they need to eventually master the grade level standards while also enabling students that are on grade level or above to push ahead. Teachers can create more differentiated lessons plans and pacing guides for groups of students in the same class and leverage the technology to meet their students' unique needs.
- *Real-time data delivered to teachers to improve instruction on a daily basis.* Software programs provide real-time data to teachers so that teachers know the exact levels and even specific standards mastered by students on an on-going daily and weekly basis. This allows teachers to develop and refine their instructional strategies to ensure that each and every student is meeting the defined criteria for academic success. Teachers are more effectively able to make immediate adjustments during a lesson or in preparation for a lesson because they are provided with organized, accessible, and timely data on their students' progress.
- *Format and delivery mechanism engages students and facilitates small group instruction.* Today's tech-savvy students are engaged when they are using quality technology programs in the classroom. They want to participate in their learning and quality educational software programs offer a highly interactive, engaging

experience for students. Because the programs meet students at their level, students are much less likely to be lost or bored and more likely to feel a sense of accomplishment as they progress through programs. Leveraging technology effectively can also help a teacher group students by levels and having some students work on the technology while others are working directly with the teacher in a smaller group.

- *Unique offerings for students with special needs.* We are selecting software programs that are flexible and can meet the needs of our student population. Web-based applications and websites such as Newsela offer current readings targeted directly at a student's Lexile level, allowing all students to effectively engage in projects, classroom discussions, homework, and individual research.
- *Increased exposure to technology for a student population with limited access.* 21<sup>st</sup> century jobs require employees to be proficient with technology. A recent article (Thompson, 2015) looks at the shifting landscape in the labor force toward increased automation, indicating, "some economists and technologists have warned that the economy is near a tipping point. When they peer deeply into labor-market data . . . they see automation high and low—robots in the operating room and behind the fast-food counter. They imagine self-driving cars snaking through the streets and Amazon drones dotting the sky, replacing millions of drivers, warehouse stockers, and retail workers. . . . And they wonder: *Is any job truly safe?*" Ensuring all of our students have fluency in technology help them on their path to meaningful careers.

## Social-Emotional Learning and Support

High Tech LA received a state of California Gold Ribbon for our SEL program in 2016.

As we have emphasized throughout this petition, we believe that rapid technological advances and the pace of modern life demand that critical thinking skills, collaboration, communication, conflict resolution and self-awareness are all necessary to succeed. High Tech LA's Advisory program and strategies embedded by our faculty across all classes are designed to ensure that our students are supported in developing their social-emotional skills and capacity to thrive in a rigorous academic setting as well as long-term. Numerous studies have documented the impact students' social-emotional state has on learning and academic outcomes, ranging from a student's fundamental need to feel safe in an orderly school environment, to fostering motivation and self-awareness in the learning process. (Blum & Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011, Marzano, 2003).

A review of Social and Emotional Learning Research published on Edutopia references extensive research on the "positive impact on students' academic performance" social and emotional learning can have. Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011).

Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).

We use compassionate communication strategies and training to teach and reinforce core concepts such as tolerance, compassion, workability and self-responsibility, grit and persistence, empathy, positive conflict resolution, and collaboration. The goals of this focus are to: (1) raise the level of social and emotional competence in all students as part of their regular education; (2) improve academic performance by creating caring, confident learners who are self-aware; and (3) create a compassionate, socially responsible, collaborative learning community.

In addition, a full-time School Counselor and School Psychologist helps students in need of extra support, including referrals to outside agencies and programs in the community. For example, we utilize our connection to the Institute for Multicultural Counseling & Education Services (IMCES) to help obtain mental health services for students who need it and are on Medi-Cal. IMCES also provides some Child and Family Services and other wraparound services for eligible families. Our commitment is to our students' continued growth. When circumstances outside of school interfere with this growth it is our commitment to help where possible. In addition to IMCES, we plan to use services from Valley Coordinated to augment our in-house interventions.

We continue to utilize a confidential reporting application, Bridg-It, to give students a communications path to report situations they think need adult intervention. Many of our students have participated in special training to learn to become "up-standers" instead of "by-standers." Community Matters provided this Safe School Ambassadors training.

### Course Additions and Changes

The Charter School has benefitted from a number of positive course additions and changes:

- Student technology devices were changed to tablets in order to both stay current and to increase functionality and improve communication between students and between students and teachers.
- Entire school is now tested using the Northwest Evaluation Association ("NWEA") Measures of Academy Progress ("MAP") Growth test. The sub-areas for testing are math, language usage and reading. Results are used for math placement, to individualize instruction and to identify students who may benefit from more robust interventions.
- Math IV has been rewritten to more fully prepare students for a variety of college mathematics courses.
- 9<sup>th</sup> grade students are given the NWEA as a Math diagnostic prior to the beginning of the Charter School year. Based on their skills, students are grouped by Math ability in the 9<sup>th</sup> grade. All students take a standards-based Integrated Math 1 class, but, based on the ability levels of the students, teachers are able to go both broader and deeper in the content. Students with a more advanced background are able to work more complex problems and to extend the learning into areas they will be covering in more detail in future classes. Students with a thinner background are

able to concentrate on the core concepts so they can exhibit mastery across the content area. Further, by narrowing the spread of the ability levels in the classroom, teachers are able to focus on issues common to more of the students in the classroom.

- Summer school continues to be funded by High Tech LA for the last seven years for credit recovery. Depending on resources, our plan is to continue to make it available in future summers as well.
- The honors curriculum has been aligned by department after teachers reviewed and revised their requirements and courses. Our policy on admitting students to honors courses has also changed. Honors classes are by contract. We now give students five weeks to experience the augmented curriculum to see if it fits their goals and commitment.
- High Tech LA has added several technologies-based applications to our repertoire. OneNote is a table tool to provide students with near instantaneous communication with teachers and other students. Aleks is an online math program. Kahoot is commonly used in our classrooms to provide instantaneous feedback as a formative assessment to teachers and to increase student engagement and participation. Noodle Tools is used to help students with citations for their papers and projects. Bridgit is a confidential bullying reporting system and repository of sources to help students and teachers.
- High Tech LA has replaced all ActiveBoards with Samsung touch displays.
- High Tech LA has updated its wifi system and server systems.
- We are outfitting an unused room with state of the art sound booths and green screen to create a new A/V room.
- We have acquired several 3D printers to augment project-based learning.
- We have updated our cameras and photo computers.
- We have outfitted and new College Center.
- High Tech LA now offers Spanish III to our upper-grade students.
- Our senior Advanced Physics course has built and launched rockets for the past four years. This includes a field trip to the Mojave desert to launch.
- Two senior classes have attended the CIMI research facility on Catalina Island.

Each year High Tech LA staff review elective offerings and design new courses to offer a variety of experiences for students and to take full advantage of the knowledge and skills of a very talented faculty. Several new teachers have helped to widen the range of electives.

Woven into these curricular components is High Tech LA's commitment to meeting and exceeding the Content Standards for California Public Schools in all curriculum areas. High Tech LA continues to ensure that curriculum, projects and lessons are standards-based.

### Core Curriculum

High Tech LA's graduation requirements meet or exceed the National and California State Standards as well as the A-G requirements of admission into the University of California and California State University.

The following chart outlines this comparison:

HighTech Los Angeles Curriculum/Graduation Requirements (built on State standards for graduation)					
Subject	High Tech LA	State	UC Admission	Core/College Prep Course(s)	UC Approved
English	<u>4 years</u> : English 9A/B; English 10A/B; American Literature/Contemporary Composition; CSU Expository Reading & Writing A/B	3 years	4 years	X	X
Math	<u>4 years</u> : Math I, II, III, IV (all A/B); Calculus (both A/B)	2 years	3 years	X	X
Science	<u>4 years</u> : Project Physics A/B; Chemistry A/B; Biology A/B; Environmental Science or Forensics A/B or Advanced Physics A/B (Chemistry, Biology and Advanced Physics incorporate lab work)	2 years	2 years	X	X
Social Studies	<u>4 years</u> : Ancient Civilizations A/B; World History/Geography A/B; U.S. History A/B; Government; Economics	3 years	2 years	X	X
Foreign Language	<u>2 years</u> : Spanish 1 A/B; Spanish 2 A/B. Students have the option of taking Spanish 3 or a foreign language proficiency tests at CSUN, UCLA or an AP test.	1 year of either	2 years	X	X
Visual/ Perf. Arts	<u>1 year</u> : Photography 1 A/B; Drama A/B		1 year	X	X
Health Education	<u>1 year</u> : embedded in the biology curriculum, with related projects in other classes	1 year	N/A	Biology is a core course and health is part of Biology.	
Physical Education (PE)	<u>4 years</u> : Students from all grade levels play	2 years	N/A	X-Block activities are	

	together in PE through X-Block activities implemented in consecutive 10-week sessions: archery, basketball, Frisbee, volleyball, soccer, flag football, running, walking, Zumba, dance, yoga and conditioning.			required but not graded.	
Electives	<u>2.5 years:</u> Various electives that have been offered are: Art History; Forensics; Introduction to Psychology; Journalism 1 A/B; Journalism 2 A/B; Philosophy A/B; Science Technology and Research 2 A/B; Drama A/B; Advanced Acting A/B; Screen Writing; Environmental Studies A/B; Constitutional Law A/B; International Relations; Documentary Studies. Personal Finance, Modern US History, Guitar	N/A	1 year		Some of these are our electives are UC approved. See below.
Presentations of Learning (POL)	<i>ALL</i> students at High Tech LA are required to complete two oral presentations, one in the fall and the second in the spring, to a panel of two or three faculty and administrators for a grade each year in order to matriculate to the next grade or graduate. This important process, which has evolved over several years based on feedback from industry partners, teachers and students, helps prepare students for both college and work and has	N/A	N/A	X	

	become a major event, as students prepare and audiences engage. English learners (ELs) and students with disabilities (SWDs) or behavioral problems are supported in this process as they are individually able to participate.				
Senior Internship	Seniors are required to complete a one semester internship.	N/A	N/A	X	
Career Tech Educ	Permeates all learning, all classes.	N/A	N/A		
Computer Literacy	All students must be computer literate by 10 <sup>th</sup> grade to keep up with the course work at High Tech LA, which is designed to ready them for 21 <sup>st</sup> century living. Embedded in the 9 <sup>th</sup> grade curriculum are lessons in use of all basic computer programs.	N/A	N/A		
<p><u>Note:</u> Students with disabilities (“SWD”) usually meet all requirements. In the history of the school, two SWD students received certificates of completion instead of diplomas. SWD students receive supplemental support in and out of class from the teachers and/or specialists equipped to handle special need cases (e.g., ADD, autistic students or physically disabled) to help them stretch to their highest capability. Students with an IEP who need help in math, ELA and organization are typically placed in Resource Class.</p>					

High Tech LA is not only innovative in the integration of technology in curriculum that it offers to students, but it is an innovative model of how the more “traditional” A-G classes are taught through its Cross Curricular Project Based Learning approach. Students travel through their school day in “cohorts” so that students travel together to their academic classes. In this way, student can be assigned cross curricular group projects yet continue to work together in different classrooms. Teachers can work together to combine classes during the day or allow students time to work on projects in class since the student groupings remain constant throughout.



## Course of Study by Grade Level

Complete course descriptions with standards and textbooks can be found in Appendix D.

<u>Grade 9</u>		
All ninth grade students take:		
	Core Course	UC Approved
English 9AB*	X	X
Math 1AB*	X	X
Ancient Civilizations AB*	X	X
Project Physics AB*	X	X
Photography I AB*	X	X
Spanish 1 AB*	X	X
<u>Grade 10</u>		
All tenth grade students take the following courses:		
English 10 AB*	X	X
Math 2AB*	X	X
World History and Geography AB* OR Honors World History and Geography AB *	X	X
Chemistry AB* OR Honors Chemistry AB*	X	X
Spanish 2 AB*	X	X
Elective		
<u>Grade 11</u>		
All eleventh grade students take the following courses:		
American Literature and Composition AB* OR Honors American Literature and Composition *	X	X
Math 3AB* OR Honors Math 3AB*	X	X
United States History and Geography AB* OR United States History and Geography AB*	X	X
Biology AB* OR Honors Biology AB*	X	X
2 Electives		
<u>Grade 12</u>		
All twelfth grade students take the following:		
CSU Expository Reading and Writing*	X	X
United States Government and Economics*	X	X
Math (Calculus* OR Math IV*) AB	X	X
Science (Advanced Physics* OR Environmental Studies* OR Forensics) AB	X	Forensics is not UC approved
One semester of Internship*	X	
Three semesters of Electives		

## *Curriculum and Instruction*

High Tech LA offers students a high quality broad-based education that serves them in all phases of adult life. In our inquiry-based model, curriculum is framed around answering questions and solving problems. The curriculum is integrated, which at High Tech LA means that we address issues as they are found in the real world-- in teams, studying questions and themes that cut across disciplines. In a well-integrated curriculum unit, students experience pursuing one important question or theme in several classes.

High Tech LA's CCSS-aligned core curriculum is designed to feature cross-curricular projects that connect learning to the "real world," as well as technology integration in all subjects.

Introduction to commonly used applications (e.g., Microsoft Office Suite with OneNote, Noodle Tools and multimedia techniques (basic sound and video editing, etc.) prepares students for more advanced opportunities in High Tech LA's high school grades. As at the high school, the use of Moodle or another Virtual Learning Platform to help students and parents stay informed as to what is happening in the classroom.

### English Language Arts

The ELA curriculum is based on California Common Core State Standards for English Language Arts. Teachers engage in vertical articulation and collaborate with their peers in other subjects to integrate ELA strands into other core classroom learning. All faculty emphasize close reading and informational text, aligned with grade level expectations in the standards. The curriculum is based on state adopted textbooks, online interactive learning, approved reading lists, and teacher-created curricula using a variety of resources to enhance student learning. Supplemental materials include daily test preparation, Newsela nonfiction and current events, Grammar, Mechanics, and Usage, and Thinking Maps. Teachers also use trade books, primary historical documents, and non-fiction texts.

In high school, students are expected to grapple with different texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's argument, and analyzing the validity of evidence presented. Students read rigorous fiction and non-fiction texts, prose and poetry. We provide access to a vast online library of resources, along with interactive assessments to drive student progress as a means of strengthening and assessing students' reading levels, enabling teachers to push students to greater levels of complexity based on the data generated from this interactive tool. Our faculty continuously differentiate and scaffold instruction to ensure that each student is able to meet grade level standards, with the goal that all students complete 12<sup>th</sup> grade meeting our graduation requirements.

Students learn to diagram complex sentences, engage in close reading of complex content, debate and discuss what they have read, and self-assess their own writing and analysis. Central to the students' progress is the use of evidence to support a thesis. Our students practice this skill repeatedly while being supported with targeted instruction and intervention.

In addition to reading and writing, ELA and other core subjects include specific emphasis on listening and speaking skills, including students' term-end Presentations of Learning. Students are taught that active, effective listening is a habit to develop and the foundation of effective communication. Students have continuous opportunities to practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

Public presentation of projects and of other arguments is a fundamental skill emphasized at our school. Students regularly speak publicly. They receive specific instruction on public speaking and presenting. Additionally, they will, through repeated practice, come to understand the differences between writing and essay and presenting it publicly. Our students will perform two formal presentations per year. Presentations of Learning will follow a specific rubric and prepare students for presentations at the future grades in high school and beyond.

## Mathematics

The mathematics program at High Tech LA has achieved significant growth in the past five years. As described earlier in the document, we are outperforming most, if not all, of the schools in the San Fernando Valley, and, most notably the Medians for the LASUD defined Similar Schools and Resident Schools cohorts. The SBAC CAASPP score of our 11<sup>th</sup> graders evidence our goal and commitment to have every student ready for college-level success in mathematics after their high school graduation. Also, statistics and probability are an area of need for our school. This has added to our belief that more students need to be exposed more formally to statistics. However, we are starting this effort in the 12<sup>th</sup> grade with a re-imagining of our senior math offerings. Math IV will include a significant amount of formal statistics as well as pre-calculus and college-level algebra.

Students follow the same progression: Math I, Math II, then Math III. This includes an honors section both in the sophomore and junior year. In senior year, students choose from either Math IV or Calculus.

High Tech LA's mathematics program is not tracked. All students take the same progression of courses. However, we use NWEA testing, along with teacher recommendations, to shrink the prior ability/knowledge spread for each classroom. We group them by ability to make instruction more targeted and directed to the groups zone of proximal development. We aim to make sure we are at their instructional level and not their frustration/ready to give up level. Mathematics is the only area of our school in which this grouping occurs.

Faculty also will utilize ALEKs for additional skills development and mastery of content standards. ALEKs, includes homework and mastery quizzes, help for students in need of remediation and builds on students' conceptual understanding of select on-grade-level math

concepts. The built-in diagnostic tool personalizes the learning path for students and give each student the intervention content that he or she needs. Individualized student reports provide teachers with diagnostic results and real-time content mastery for each student.

## Science

At High Tech LA our science program follows a relatively rare progression. 9<sup>th</sup> graders take a Project Physics course. 10<sup>th</sup> graders take Chemistry. 11<sup>th</sup> graders take Biology. 12<sup>th</sup> graders choose one of three science courses. All students take four full years of science, including at least two years of laboratory science.

9<sup>th</sup> grade students are focused on basic ideas in physics and, more generally, on the scientific method. A series of projects introduce students to hypothesizing, data collection, analysis and conclusion. These are the basic processes they will employ throughout their classes at High Tech LA.

## Social Studies

At High Tech LA our social science program exceeds the A-G requirements for application to the Cal State or UC schools. 9<sup>th</sup> graders take an Ancient Civilizations course. 10<sup>th</sup> graders take World History. 11<sup>th</sup> graders take United States History. 12<sup>th</sup> graders take a semester of Economics and a semester of Principles of American Democracy. Students are highly focused on the Common Core standards of conducting historical research, finding evidence to support an argument, and evaluating point of view.

## Selected Electives Descriptions:

The Elective courses offered at High Tech LA vary from year to year, based on student interest and faculty expertise. The following is a representative listing of Electives that have been offered:

### Design Thinking

Design Thinking is a process of observing deeply, being empathetic, and creating innovative solutions to ill-defined problems. Design thinkers see the world differently and can spot not only where change is needed but also *where change is possible*. In Design Thinking we will learn: 1) how design thinking is a key skill for many professions in the 21st century; 2) the theory behind the design thinking process; 3) how to undertake each step in the process (and to practice the process!); 4) the principles of good design; and 5) to explore and develop our capacities for innovative & creative thinking.

### Drama

This course is designed to expose students to various aspects of theatre including improvisation, pantomime, acting, and script reading. Students in this class will prepare and perform scenes for the Charter School.

### Environmental Science

Environmental Science integrates topics from a wide variety of subjects, including chemistry, geology, biology, geography, sociology, and political science. This is a senior-level course at High Tech LA, and follows the formal physics, chemistry, and biology classes that students have taken in the 9<sup>th</sup> – 11<sup>th</sup> grades. The class strikes a balance between the rigorous scientific inquiry/experimentation and the political and sociological approaches to the subject. It also focuses on meaningful, student-driven projects that follow the interests of the class and remain relevant to current events. Students develop an understanding of the environment, both local and global.

### Forensics

Forensic Science is the application of a broad spectrum of sciences, including biology, chemistry, and physics, to the law. This course requires critical thinking and attention to detail. Students participate in projects, research and laboratory investigations in order to foster and develop critical thinking skills.

### Guitar

Beginning and intermediate course. Students learn to play chords and basic music harmony and theory. This is applied to the performance of popular American songs. Students perform in groups and by themselves.

### History of Math

This course is the study of the history of mathematics from ancient times - beginning with ancient Greeks - through Hindu-Indian mathematics, Arabic mathematics, and European mathematics up to the twentieth century with emphasis on three aspects: the development of mathematics throughout the centuries, mathematics as a human endeavor, and the history of mathematics as an educational tool. This course is designed to create an appreciation for our present mathematical system and an understanding of how our present mathematical system came to be what it is today.

### International Relations

International relations is a semester-long elective course in which students analyze global issues, sources of influence and power, conflict and conflict resolution, and learn about international organizations and agreements.

### Philosophy

“Philosophy” means “love of knowledge or wisdom.” This introductory course will endeavor to feed and augment student’s innate love of knowledge and wisdom. The study of philosophy and philosophers will help students further their own understanding of the world in which they live. Students will study some of the greatest thinkers in the Western philosophical tradition including: Plato, Thomas Aquinas, Thomas Hobbes, John Locke, David Hume, Blaise Pascal, Rene Descartes, Immanuel Kant, Jean Jacques Rousseau, Georg Hegel, Karl Marx, John Stuart Mill, Isaiah Berlin, and John Rawls.

### Robotics

The Robotics elective course is a hands-on lab class that will give students technical training in robotics engineering design, electronics design, computer programming, organizing and managing a robotics team, and building robots that are specialized to do certain tasks. Students will be introduced to and learn to safely use manual and digitally controlled design programs and metal part manufacturing machines. There are no prerequisite classes for this course. Students will be required to use word processing software (Word), spreadsheet software (Excel) and presentation software (PowerPoint). The Computer Assisted Drawing (CAD) program may also be used to design specific parts to be manufactured.

### Screenwriting

In teams of two, students spend the semester writing a full-length screenplay and filming a trailer for their movie. Using “The Hero’s Journey” as adapted from Joseph Campbell’s work, as well as the screenwriting method laid out by Blake Snyder in his book, *Save the Cat*, teams go from a one-sentence logline, to a 15-beat pitch, to a scene-by-scene storyboard, and finally to a 110-page screenplay.

### Journalism

The Journalism course at High Tech LA integrates writing and technology standards with photography and graphic design principles. Project-based by nature, journalism students work throughout the year to plan and design the Charter School yearbook and produce a weekly newsletter that includes staff and student interviews, school event features, and calendar reminders for both students and parents. Through regular coverage of day to day activities, class fundraisers, and school-wide events, journalism students independently acquire all yearbook and newsletter content in order to create an accurate and memorable record of the Charter School year. In the process of creating the yearbook and weekly newsletters, journalism students gain and hone real world skills in writing copy, captions, and headlines; in page design, advanced publishing, digital photography, and editing; and in business, marketing, and communications.

### Modern US History

Students will examine major turning points in American history in the second half of the twentieth century. They will analyze the transformation of the American economy, society and foreign policy since World War II. Students will also explore the development of federal civil rights after World War II, focusing on key events, policies, court cases and civil rights advocates. The major social problems and domestic policy issues in contemporary American society will be a major focus of the spring semester, with a special lens of local history. Conducting historical research and creating a National History Day project will be emphasized throughout the course.

### Personal Finance

The Personal Finance course is a financial literacy program specifically focused on basic financial planning skills that are relevant to the lives of teenagers and young adults. It is designed to help high school students build a solid foundation for financial independence. It is organized in several units such as: (1) Money Management (2) Borrowing (3) Earning power (4) Investing (5) Financial Services (6) Insurance (7) Stock Market.

### Spanish III

The Spanish III course focuses on cultural and literary traditions in the Spanish-speaking world, as students work on more complex language structures and expand their Spanish vocabulary.

### Extracurricular Activities

In addition to the curriculum, High Tech LA also provides an array of extra-curricular activities during lunch and after school in order to allow students to pursue areas of interest outside the confines of the classroom. Among the more popular extra-curricular activities at the Charter School is the Robotics Team, which competes nationally as part of the FIRST Robotics program. This group is obviously directly aligned with High Tech LA's commitment to promoting math and science skills and interests among teenagers and gives the students an opportunity to apply some of their academic principles in the practical world. The wide array of other extra-curricular activities demonstrates the diverse interests of our students, as they can participate in Game Club (a computer gaming group), Key Club (community service clubs), Gay Straight Alliance (GSA) Debate Club, Library Club. In addition, students are engaged in student council, as class representatives or student body president and vice president, and the faculty nominates deserving students as school "Ambassadors," who give tours of the campus, act as ushers and monitors during parent meetings and graduation, and act as liaisons of the student body to the community. Furthering our commitment to making our campus as safe and welcoming as possible, we began training our students to be Safe School Ambassadors, a Community Matters program, in 2014. Each year since then our students have been trained in the approach to improving the Charter School climate with regards to bullying and violence. Students are taught to become "upstanders" instead of "bystanders." Like all public high schools, High Tech LA has struggled with budget cutbacks that have reduced the funds available to operate extracurricular activities, but we remain committed to providing the resources available to ensure students have both an academic and extra-academic life at High Tech LA.

### Instructional Methods and Strategies

#### Integration of Technology

Technology is pervasive in all aspects of the Charter School's culture, as it is in the world's culture, and students use it to solve math problems, download homework, complete writing assignments, access on-line resources, communicate with teachers and project team members, keep journals on their learning process, present their learning, and play games. All teachers use the High Tech LA website and a popular, open-source course management system, Moodle, for posting grades and collecting homework and class notes, giving online tests, setting up student journals, and creating discussion boards. New teachers quickly become adept with Samsung Displays, PowerPoint, PowerSchool (our Student Information System (SIS).), OneNote and several Internet applications such as Google Apps, Office 365, Kahoot, and Aleks. Students' tablet activity is monitored by teachers using the Dyknow app. This allows teachers to block, applications, freeze student screens, send individual messages, or simply monitor in real time what the students are doing on their tablets. Evaluators confirm that teachers effectively use technology as a tool

for delivering instruction, and technology is built into evaluations through class observations and focus groups to show how achievement and instruction is impacted.

In 2014-15, High Tech LA invested heavily and received a matching grant from the Riordan Foundation to implement a pilot program and test of the usefulness of tablets in the secondary classroom environment. During the fall semester, teachers tested several different tablets to see if they were capable of servicing the education needs of students and teachers alike, Surveys and focus groups were used to ascertain two different items: (1) were tablets ready and (2) which devices were the best to test further. Three devices were selected: Apple iPads, MS Surface tablets, and the Amplify Android-based tablet. In the week before tablets were to be purchased for the pilot phase of the review, Amplify announced it was getting out of the tablet production business. We then gave one cohort the iPads and another the Surface tablets to use for several months. Teachers altered their instruction to try to take advantage of the expanded capabilities of tablets. At the end of the semester, we selected the MS Surface tablets as they more closely fit our existing infrastructure and background knowledge. In the past three years, we have used them in all our classes.

All students are issued a tablet computer for school and home use. Students can move from classroom to classroom using their school-issued computers to access their work due to the common server. The Charter School is supervised one hour before school and forty minutes after school so that students with computer needs, can access technology assistance and trouble-shooting from the Technology Department. There is clear and successful site integration of technology in all classrooms. Staff sets benchmarks in technical knowledge to be mastered in each grade level within the existing curriculum.

Classrooms have also been updated. ActivBoards and projectors have been replaced with Samsung touch displays. The touch displays serve as either an electronic whiteboard which allows a teacher to do all of the things a teacher would do on a dry erase white board or a monitor on which they can project the content of their tablet for the entire class to see. This significant upgrade has allowed us to also install ScreenBeam technology in every classroom. This allows students, with teacher permission, to project the information on their tablet to the classroom display for all to discuss. This functionality allows teachers to make their instruction even more driven by student needs.

One advantage of the displays and their connected computers is the ability to save work. Unlike a traditional whiteboard, a teacher can save their notes or class work throughout the class period, rather than having to erase and start anew when running out of white board space. All notes and classwork can also be saved to a computer in many formats, including PowerPoint, HTML, and .pdf, which can then be made available to students who may have missed class or want to review. Teachers can create their presentations ahead of time but they can be easily annotated and extended during class based on discussions and questions.

In addition, the displays and their computers allow us to run ActivStudio, the software used by our formerly used displays. This software allows the teacher to more easily create interesting “chalkboard” images, using multi-colored, multi-sized handwritten or typed text to emphasize items during class. Digitized images can be added to presentations and



information can be highlighted in front of the class. Objects can be moved around and manipulated on the screen. A variety of additional tools allow teachers to present the course information in a visually appealing yet comfortably familiar fashion.

The touch displays can be used to annotate files from other applications, such as annotating a map from a textbook which may be available digitally, or easily accessing content from the internet to integrate into class discussion. Thus teachers have the ability to do everything they could on a chalkboard, but with the added power of both their own computers and the World Wide Web. In particular, the displays are a great way to show the live writing the teacher is doing on their computer in OneNote. No longer is the teacher isolated at the front of the room with her back to the class while writing on the board. Nor are they stuck next to their document camera or desktop computer. Now they can move anywhere in the classroom and continue to both show their presentation or create new notes while writing directly on their tablet. This creates a better connection to individual students as well as putting the teacher in the center of all the action without losing any functionality.

Also, the newly designed classrooms and their displays allow teachers to showcase what is on a student's tablet to the class. When appropriate, teachers can have a student show their work or the summary of their group's efforts. Without forcing students to "go to the board" student work that will move the discussion forward or highlight either a common mistake or an excellent example of success is able to be selected.

Most commonly, our teachers have taken to using the OneNote software from Microsoft. This program is a digital notebook. Utilizing the natural handwriting interface of the tablets, students are able to write their answers or their thoughts on their tablets. This page is then shared confidentially with the teacher through the Class Notebook. The teacher can annotate the student work and the student can see it in nearly real-time. There is no more, "The dog ate my homework." excuse. Work is "turned in" digitally and automatically. Most importantly, the delay between work being turned in and being reviewed is significantly reduced. Students will regularly check their work the night it was submitted and see teacher comments already there.

Our most recent expansion of technology-based offerings is our creation of an A/V room outfitted with sound booths, recording equipment, new video cameras and a green screen and computers for audio and video post-production.

Students and interested parents are in-serviced on ethical uses of technology, and filters are installed to block inappropriate Internet content. Each parent and student also signs an Acceptable Use Policy, violation of which results in disciplinary action. Students are trained to gauge quality and reliability of websites, and teachers check student's work for plagiarism continuously. High Tech LA staff works as a team to evaluate software and online resources. The Technology coordinator notifies staff if there are issues with an online resource or software.

## Freshman Orientation

Prior to matriculation at High Tech LA, most students take part in a two-step orientation. The first step is our Spring Social. Newly admitted parents and students are invited to a day of introduction to the Charter School that bridges incoming students from middle schools into the High Tech LA culture. Students and parents attend several sessions to introduce them to high school in general and the particular ways High Tech LA is designed. They meet with (1) High Tech LA the Charter School principal (2) the Charter School counselor (3) representatives from the front desk (4) a member of the faculty (5) and the technology director. After the meetings, the student body hosts a club fair to introduce the new students to the offerings at the Charter School. The second step in freshmen orientation we call, Boot Camp. Boot Camp is a two-day summer orientation event designed to help transition students to the high school environment, meet their fellow students, be assessed in the current math skills using the NWEA Map Growth test, and take a field trip to UCLA. This process introduces students to the Charter School and to other students, provides specific academic assessment and lays the foundation for a Student Support Team (SST) to shape a personalized education plan. Ice-breakers dominate the first day's activity for nervous newcomers. After their field trip to UCLA, students are assigned their tablet computers and their textbooks as well as given their schedules and an agenda. By the end of the second day, students of the newest cohort are ready to join the High Tech LA community.

On occasion, students are unable to attend Boot Camp or other orientation events. This does not stop their enrollment in the school.

## Interdisciplinary Projects and Project-Based Learning

The backbone of the Charter School's pedagogy is Project Based Learning (PBL). PBL is a method to develop standards-based, interdisciplinary projects that connect to a real world product. Since the first full self-study in 2008, staff have worked together to further develop and refine the interdisciplinary project and post project assessment of the interdisciplinary elements within the projects as determined by the Charter School. At the faculty retreat in August 2011, we had a two-day seminar by the Buck Institute, an educational think tank specializing in Project-based learning, to help us create and refine interdisciplinary and single subject projects and the faculty continue to engage in regular Professional Development around the creation and implementation of project-based instruction.

For example, since the spring of 2011-2012, tenth grade students have collaborated on The Genocide Awareness Project. This project challenges 10th grade students to answer the driving questions: Can genocide be prevented, and how do acts of genocide affect the victims, their families, and society as a whole? This project is designed as an in-depth study of the issue of genocide, both historically currently, using English, chemistry, and history concepts. The project culminates in a presentation of original artwork and other artifacts at Spring Exhibition Night Students learn about the escalation of Nazi Policies in WWII Germany, read and write meta-cognitive journals while reading Elie Wiesel's Holocaust memoir, Night, and view films exploring modern day examples of Genocide. In Chemistry, students learn the base elements of paint products in order to make their own

paint, which they then create their own artistic interpretation of the unit. The culminations of the project are a visit to the Los Angeles Museum of Tolerance and an exhibition night to display and honor their art pieces. The art is auctioned to visitors and the proceeds were donated to the Jewish World Watch organization.

In 2014-2015, 10th grade students were engaged in "The Ghosts of London Past," which challenged them to develop a project that answers the driving question, How was modern London built? Students analyze the causes and consequences of urbanization in 19th Century London, by examining themes in population growth and overcrowding, pollution and sanitation, construction and infrastructure, and poverty and income inequality. In Chemistry, student build and destroy versions of concrete. In English, students read selections from Charles Dickens. The final product is a formal visual display (trifold poster) and presentation for Fall Exhibition night.

The Food Truck Project asks 12th grade students develop a business plan based on market research to organize and test a successful food truck business. Some parameters of the project are fixed, like costs of equipment and labor. Groups of three or four conduct their own research to come up with a product and a price point that they think will be profitable. The project utilizes demand curves and cost, revenue, and profit analysis. The final stage of the project is the Food Truck Festival, where groups sell their product to HTLA students in exchange for "kitty cash," a fictional currency that students will use to determine the profitability of their business

In Math I students design "The ILlest Road Trip Ever" to explore linear equations. Each students designs their own road trip bringing who they want, going where they want, driving the car they want, eating what they want, and staying where they want, as long as it falls into a specific budget. There are set prices for everything. Students write and use linear equations to determine the best options to get what they want. They write one equation for food and accommodations based on the number of days of their trip. They write a second equation for car and gas based on car rental days and distance. Each decision impacts the price and length of their trip. They see real-life applications for slope and y-intercept. They use graphs to make final decisions. Then they complete a write-up explaining why and how they made the decisions they made to get the most of what they wanted and still fall into a specific budget.

Since 2014 and going forward, 11th grade students have participated in a cross-curricular, performance-based "Dinner Party" project with their American Literature and US History classes. Working in groups of 2-3, students choose literary and historical figures from American Literature and US History who were challenging existing definitions of American freedom. Then they research, write and perform a 3-5 minute dramatic portrayal of an encounter between the chosen figures. Their performance relates to the theme of freedom in American history. Students create a scenario in which the characters are thrown together and in which their differences and common goals/values are highlighted. Many students add multimedia and/or music to their performance. As a culminating activity, students participate in a "Dinner Party" during Spring Exhibition Night. As parents and other adults walk through the Charter School, students take part in an improvisation style performance during the first half of the evening, which requires them to stay in character and have multiple conversations about freedom in American history,

through time and space. During the 2nd half of the evening, the best student performances are showcased.

### Student Internship

The Charter School's mandatory senior internship requirement provides an important opportunity for industry participation. Students spend two afternoons a week at work under the direct supervision of an assigned employee of the sponsoring company/office. Not only does this provide valuable volunteer help around the office for these businesses, it also provides students with a taste of the world of work, while giving local businesses a way to help shape their future workforce. It gives students a close-up view of a particular company or career. The Charter School's Internship Coordinator places all internships and meets with interns every Monday to debrief about their experiences. Student internships culminate in a final project presented to the Charter School at the end of the semester, and students are given an opportunity to evaluate the performance of their host employer as well as the experience.

High Tech LA is now in the twelfth year of offering internships. Students are placed in positions matched with the skills needed by the employer who has agreed to participate with High Tech LA in this program. Half of the senior class takes the internship class in the fall and the other half in the spring semester. Students worked from 1:30-4:00 p.m. previously on Tuesdays and Thursdays. Internship has been moved to Wednesdays and Fridays starting in 2017. Students attend class on Monday afternoon at High Tech LA.

High Tech LA holds an Open House at the end of the Spring semester where mentors, students, parents and staff come together at the Charter School. Students make presentations about their internship experience to the assembled group. For the past five years High Tech LA has hosted a 'Community Internship Mentor Day.' This event is designed as a mentor appreciation day with awards and recognition of mentors. Students, parents and staff are invited to attend and converse in a more informal setting about the internship, the businesses and the Charter School's program.

Internships is a graduation requirement. As with all other graduation requirements, should a student be unable to successfully complete the internship, alternative arrangements are made. Generally, this requires students to repeat the internship.

### Advisory Program

Each staff member, in addition to regular classes, has a specific grade level Advisory that meets twice weekly. Each student is assigned an Advisor who stays with the student, if possible, for the entire four-year high school span. The Advisories ground students in the elements of independent thinking, planning, community service, and study, and guides them through a continuum of regularly monitored activities designed to address topics that are important to high school students but might not come up regularly in traditional academic courses.

Staying with the same Advisor throughout the program is crucial. Studies show that a major stumbling block in the educational development of underserved students is

consistency. Many students live in overburdened households, shifting residences, schools, friends and family members. Also, the media and pace of current events contribute to conditioning students to live in a sound-bite world where immediate gratification and short-term goals are the norm.

Real education is long-term. The Advisory model forces students to focus and with the consistent guidance in the advisory period, gives them the opportunity to stretch and reach, ponder and plan, work and wait for the satisfaction of a long-term goal achieved. Students research colleges and careers and participate in values clarification activities.

Additionally, there is an articulation between the student and the Advisor regarding issues with academic and social progress. The Advisor can serve as an advocate for the student should an issue develop between a teacher and student and the student needs someone “on their side” when trying to resolve the situation.

Educators, too, benefit as advisory guides, who, over the four-year span become intimately involved in the education of a specific student, not a name on the class roster. The target population for High Tech LA is low-income minority students, from diverse cultures and with varied individual needs. Educators need to assess their approach to educating students who may not be native born and whose early education cannot be categorized or tracked. All too often, these students get lost in a large school. Especially vulnerable are the quiet students who drift through without a hint of trouble or a hint of potential. Seeing these students in the bare-bulb light creates, for the educator, an opportunity to focus on all students individually and to revisit the up-close challenges of high school years. Advisors participate in all team meetings with their advisees and parents as another source of information, outside the curricular world, providing input on what a student may need to succeed.

Advisory provides a context for academic planning, home/school communication, class and community building, and reflection about High Tech LA’s philosophy and program. As the curriculum has evolved since the previous self-study, there is clear evidence that it supports student achievement of the ESLRs (Learning Goals) of collaboration, technology, communication, and community ethics and responsibility.

We are continuing to build an advisory curriculum with all of the information, requirements, and time task calendar on Moodle. Grade level and Committee meetings with teachers are scheduled in order to coordinate the concerns and priorities of each grade level and to establish a common goal(s).

The curriculum design project units for 2017–2018 Advisory included:

- *Welcome/Welcome Back* This unit introduced the advisory plan and provides students with time to welcome new students to the High Tech LA community. The unit addresses the following: emergency procedures, social media/email protocol, work habits, and class collaboration.

- *Fall Festival* The Charter School works as community to plan, organize, and execute a school wide festival. Each advisory must sponsor a booth that their peers will partake in on the festival day.
- *Fall TPOL and Spring POL Preparation* The lessons in this unit are built to help students succeed in their Presentations of Learning including an assembly with examples of best POLs by grade level. Advisors review the POL concept, expectations, evaluation and rubric. Advisors also assist students to identify potential topics and select a topic for presentation. The “T” stands for “Transitional.” Students must pass their TPOL to go to the next grade level. They have unlimited retries to do so and receive faculty assistance as necessary.
- *Unplugged Unit* Time was set aside in Advisory in the period leading into fall and spring final exams, to provide time for students to unplug from electric devices. During this time, students can participate in activities such as, board game playing, card games, drawing, or reading. This unit allows students to destress from studying and interact with peers in a different way than usual.
- *Intramurals Unit* In this unit the students form teams to compete in different variety of activities in a grade verse grade competitions. It cumulates with a whole school celebration and the announcement of the winner of the House Cup.

Additional advisory units have included:

- *Kindness Project*- Advisories spread kindness through the Charter School starting within their own advisory, then to another advisory and then to individual. The Charter School builds a Kindness Wall where the community shares random acts of kindness.
- *Dream Project* - This unit was built around the birthday of Dr. Martin Luther King, Jr. Advisories spent time reading articles about the Civil Rights Movement, viewing documentaries, and looking at Civil Rights photos. Each Advisory created a Gallery of Civil Rights photos and quotes that were exhibited along the walkways of the Charter School. Each Advisory created a poster that collected everyone’s dreams which were joined together in the Great Room of the Charter School to create the Charter School’s Wall of Dreams.

### Presentations of Learning

One of the Charter School’s signature innovative practices is the “Transitional Presentation of Learning” (TPOL) that students participate in every year at High Tech LA. Students begin learning presentation skills in the ninth grade and build upon these skills each year. While students do many presentations in their classes, the TPOL is a high-stakes culminating event that every student must successfully complete to go on to the next grade level. Students are given many opportunities to practice for their TPOL and as many opportunities as they need to pass their “Transitional” POL to the next grade level. The TPOL gives the student an opportunity to pick their “best work” and present it to a panel of faculty members. Using a rubric that increases in rigor for each grade level, a panel of two to three faculty members assess the TPOL and require the student to defend his/her work.

TPOLs require a student to employ presentation skills, technology skills, and communication skills in a five-minute presentation that culminates in an “on the spot” question and answer period that requires students to think critically and synthesize and analyze information.

Over the last four years, teachers have spent a considerable amount of time in faculty meetings and at the annual fall retreat reviewing the TPOL process, analyzing the results, and making adjustments. In particular, two years ago faculty spent significant time reviewing the rubrics and refining their appropriateness for each grade-level. We focus specifically on both the level of rigor for each grade and the designed scaffolding in the progression of both necessary skills and expected results. As a result of this and our annual reflective process, the TPOLs have been revised to fit age-appropriate expectations, have become more uniform and more sequential.

Changes were made to better scaffold the TPOLs while making certain that the focus is on student achievement and not just the outcomes. The questions have changed in that they are deeper, not just about a project. Questions now have more of a conceptual emphasis. Teachers backward planned from the 12<sup>th</sup> grade TPOL to make certain that TPOLs are scaffolded and that each grade’s presentation leads in a sequential manner to the next level.

Some of the changes made in the TPOL process to better meet the needs of students include:

- The time allotment was changed to provide 10 to 15 minutes for 9<sup>th</sup> - 11<sup>th</sup> grade TPOLs and 10 to 20 minutes for 12<sup>th</sup> grade TPOLs.
- Since 2008, POLs have been scheduled on pupil free days to stress their importance and significance in student learning.
- POL judges are not listed on the TPOL schedule so that there is no effect on the students’ selection of topic.
- Videotaping POLs has allowed for further analysis by grade and gender of students who are not successful to identify any patterns that may emerge. Continuing discussions are held around the TPOL rubrics as part of a continuing reflective process by the Faculty TPOL committee and the faculty as a whole.
- Teachers prepare students for the TPOL during advisory and in a community meeting by grade level where they look at the assessment rubric and requirements.
- The most outstanding TPOL in each grade level is presented in a community meeting after completion of process
- Online grading during TPOLs starting in 2010 with grades entered into a central database allows for collection, analysis and reflection of data and preparation for the spring TPOL.

- In the fall, students have the opportunity to exhibit mastery at a level that qualifies them to not have to do their spring TPOL. This “super pass” requires a passage rate of 95% on the criteria in the rubric with no areas of low scoring. While this is not a common level in the fall TPOL, it does give some students the incentive to try that little bit extra to get the reward of having an extra free day in the spring without the stress of having a TPOL to complete.
- Most notably, we increased the rigor for the 12<sup>th</sup> grade TPOL. Now students present on the individual research project they complete in their 12<sup>th</sup> grade English class. In the fall, students present a summary of their research on their self-chosen topic. In the spring, students must perform some type of creative action related to their topic then present on this action and its connection. Students have created videos, written concept albums, volunteered at non-profits, and written essays to show a real-world connection to the academic topic they selected.

#### Communication with Parents

Teachers at High Tech LA have developed an on-line set of tools on Moodle that allows teachers to give exams/quizzes, assignments, and lectures online. Additionally, Moodle allows access parents to allow them to see homework assignments, curriculum lessons, and materials and resources provided to the students by the faculty in all of their classes. Instructors at High Tech LA have shared this information with teachers from other schools, who have, in turn, shared it with their colleagues. Moodle is an open-source, free application used by many institutions of higher education. Our parents and students are already comfortable with Moodle by the end of their freshman year of high school.

High Tech LA uses PowerSchool as its student information system. PowerSchool allows parents and students real-time access to student’s grades, both cumulative and on an assignment-by-assignment basis, and student attendance records. Faculty has access to all parent contact information, and other useful student information. The Charter School has found that the expanded use enables teachers to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together in preparing 21<sup>st</sup> century learners for the future.

Naviance/Family Connection is an exciting comprehensive web-based tool for students at High Tech LA. Students have their own accounts, and parents have access to these accounts. This electronic college data management system is used by the college counselor to keep track of student data including GPAs, standardized test scores, college choices, college applications, summer program opportunities, scholarships, college match and search functions, a personality and career assessment as well as a learning style inventory assessment. On Naviance, students and parents can access college acceptance data from graduated High Tech LA students to assess their own chances of being accepted to particular universities. Teachers use Naviance with their students during advisory classes.

Students are introduced to Naviance/Family Connection during 9<sup>th</sup> grade orientation. The college counselor visits each 9<sup>th</sup> grade classroom to familiarize new students with the program. Students create and update their resumes as well as take the career assessment and learning style surveys. After training, students become familiar with how to access their personal site, organize their college planning and search process, obtain general



college information and access specific college websites. Students also learn how to analyze their GPA and test information. Students post their personal statements on the site as well as other important college related documents.

Communication with parents is increased through Naviance/Family Connection since students and parents list their email addresses within their accounts. This creates an email database in order to distribute emails to large groups or small very specific groups interested in particular scholarships, college opportunities or other time-sensitive college related material. Parents have access to their student's site in order to add colleges they are interested in to their "college list" as well as explore links to important websites and college information.

#### CSUN Access Course

This is a course offered by CSUN, the college's ACCESS program (Accelerated Coursework in Computer Science and Engineering for Student Success). It enrolls academically talented high school juniors and seniors in a special online section of the college's MSE 101 (Introduction to Engineering) course each fall. It is distance learning with a teacher liaison at each selected school site. High Tech LA is one of only five high schools in the region originally selected to participate. Students earn two units of college credit. Students were engaged in projects such as: (1) Ship the Chip - Students work in teams to design and build the smallest, lightest, most durable, and most cost efficient package that will protect a single potato chip shipped to HTLA from their location. This activity allows students to experience what it's like to work on a team of manufacturing engineers to address daily challenges. (2) Digital Login - Students will pick a digital lock by using digital circuit designs. This activity allows students to learn how to draw digital circuits using AND gates, OR gates, NAND gates and NOT gates as seen in early Electrical Engineering courses (3) Magnetic Box Design - Students create an assembly of two parts to design a Magnetic Box using multiple Configurations on SolidWorks Computer Aided Design Software.

#### "POP" Day

In 2009, High Tech LA launched a new program called "Pop Day" where the students come together to work on a surprise project. The project, designed by teachers, includes the four Learning Goals with the focus on building school community. The project lasts only one day and regular classes are cancelled without notice to the students, as the project consumes all of time from 8:45 to 3:50. The driving idea behind Pop Day is to build school community through a common goal: every student in the Charter School is working on the same thing at the same time. The intent of this project is to make the activity fun, as a reward for working hard in the rigorous curriculum at High Tech LA.

Over the years, Pop Day has taken on many different flavors but all of them focused on collaboration and communication. In our first year, the project was for students to gather in large, multi-grade-level groups and to write and "publish" a newspaper for the day, fashioned after real-life publications. The students spent the day as "editorial boards," organizing their newspaper, researching and writing the articles, and formatting the stories with photographs and images using Microsoft Publisher. The teachers supervised the students, but did not actively participate in the activity, mimicking a real-life business

environment, where everyone has to learn to work as a team and deadlines are real. Teachers, together with some professionals in the newspaper industry, evaluated the final products, and declared winners according to different categories.

2017's Pop day was an attempt in giving the students more choice in their day. Students self-selected their activity from a list of teacher-led programs. Teachers led groups in dancing, writing and performing a play, creating a comic strip, building a robot, writing poetry, designing a basic video game or creating a mural amongst others. Pop Day happened on St. Patrick's day so the theme was "luck." The instructions to the students were, "Today you will analyze the topic of luck, and create a masterpiece that demonstrates a theme related to luck. Work together collaboratively to create a project that follows a theme, and showcase your project in a public way (to the Charter School, the community, or the world)."

In 2010 and 2016, Pop Day activities were modeled after the popular TV show "The Amazing Race," where students, paired in teams of two, had to compete in various activities to gather points and move on to greater challenges. Complete with "pit stops, road blocks, detours and fast forwards," we attempted to recreate the reality show's experience for our students. Over 100 activities were planned around the Charter School, ranging from the academic to the physical, such as solving math problems, making a free throw on the basketball court, or building a tower out of spaghetti and marshmallows. Points, allocated based on difficulty, were awarded for completing the tasks. One of the teachers, built a website for the day that allowed teachers to keep score as tasks were completed and which students could access to see their standings throughout the day. At the end of the day, the three teams who had accumulated the most points were recognized as the "winners," and received prizes.

The Pop Day task for 2015 was to win the Battle of the Classes, designed to promote class spirit, by having each grade level compete in various "field day" activities against the other 3 grades. Students within each grade were challenged to work as a team to complete different activities such as class speeches, class spirit decorations (posters, bulletin boards, door decorations, banners, and floats for a parade), tournaments in sports and dance activities, and team building activities (human knot, student trivia, class cheer, relays, and human bingo).

2014's Pop Day involved using technology to make a movie. Organized by their Advisories, students wrote, shot and edited a movie about what High Tech LA and the community means to them. The winning Advisory's movie featured an original song the students wrote and recorded that day. The song played over images of the students putting pictures of their Advisory co-students into a glass jar. For these students, coming from different backgrounds to High Tech LA where they could all co-exist and thrive together was their message.

In the Fall of 2012 we organized a mock election to correspond with that year's Presidential election. Students were organized into different political parties. They had to select their candidate in a caucus style meeting. Other students took on roles such as press secretary, campaign manager or they became the artists creating political advertisements or worked on the party platform. The event featured a school-wide debate in which candidates had to espouse the positions they had developed that matched their assigned

political party, even if that was not their authentic, personal beliefs. Finally, we had an actual election. The Green Party did significantly better in our election than in the actual election.

One of the most fun parts of Pop Day has been the “reveal.” Finding new ways to creatively let the students know that the day is Pop Day. Teachers have created videos. One year the Principal went to each room with some popcorn to let give the kids a hint. Last year, boxes with a balloon in them with the words, “Pop Day” written on them were opened at the same time. Now the students spend a bit of energy trying to figure out what day will be Pop Day this year. We plan to continue Pop Day.

## Graduation requirements

High Tech LA’s graduation requirements meet or exceed the A-G requirements for admission to a four year, public university in California. We consider all High Tech LA students to be college bound. All students take the only track at High Tech LA. That track exceeds the A-G requirements and only grades of “C” or better count as passing a course. For students who fail a course and need to make it up, the Charter School provides, without state reimbursement, summer school courses for credit recovery. In addition, for some students, High Tech LA pays for online credit recovery courses to be taken during the year when the student’s path to graduation includes a free period to schedule such a credit recovery course. Recently, we have used BYU Online for such courses, but other on-line companies with A-G approved courses will be considered in the future.

The following courses are defined as core courses. Prior to graduation, Students **MUST** complete all Core courses listed below:

English	8 semesters (4 years) English 9A/9B English 10A/10B Contemporary Comp/American Lit CSU Reading & Writing A/B
Social Science	8 semesters (4 years) Ancient Civilizations A/B World History A/B US History A/B Government/Economics
Mathematics	8 Semesters (4 years) Math 1A/1B Math 2A/2B Math 3A/3B Senior Math Elective
Science	8 Semesters (4 years) Project Physics A/B Chemistry A/B Biology A/B Senior Science Elective
Foreign Language	4 Semesters (2 years) Spanish 1A/1B Spanish 2A/2B
Visual and Performing Arts	2 Semesters (1 years) Photo 1A/1B

Students MUST pass TPOL's o grade).n Spring Semester for all 4 years of attendance. Students MUST complete 1 semester of Internship (during 12th

Given our high standards (Cs or better on A-G approved courses for graduation), making sure students meet graduation requirements is difficult. As described elsewhere, we follow the UC Regents Validation Matrix to determine whether a student has mastered course content at a level required for graduation. This is applicable in Mathematics and Foreign language. When students do not pass a course or have it validated, we offer summer school as another chance to meet graduation requirements and to master course content.

Further, as above, students who are missing graduation requirements are scheduled during their electives into those courses or into online courses for credit recovery.

If students transfer into HTLA, a detailed plan is developed with the school counselor to determine the student's path to graduation. In this plan, their history of successfully completed A-G approved courses is considered.

For the sake of transferability to other schools, we count each semester of a class as five credits. Students must achieve a C or better to receive credits at HTLA.

#### College/Career Indicator

High Tech LA aims to have more than 65% of students on the California School Dashboard in the area of College/Career readiness rate as "Prepared". While, we do not offer AP or IB tests or a CTE Pathway and the only path to this rank on the CCI is through our A-G courses and/or SBAC scores, we have already begun to approach this goal.

From our 2013-14 Cohort,

Total Number of 2013-14 Cohort Students		
Prepared	Approaching Prepared	Not Prepared
35	19	2
62.50%	33.90%	3.60%

Source: <https://www.caschooldashboard.org/#/Details/19647330100677/1/DetailedReport>

College/Career Readiness is critically important to HTLA. According to the California School Dashboard, in the latest reported cohort, 96% of our students were either approaching prepared or prepared. The College/Career Indicator on the Dashboard measures students' "postsecondary preparedness."<sup>1</sup> As we don't offer Advanced Placement (AP) or International Baccalaureate (IB) exams, the most typical path to College/Career Readiness at HTLA is through passing their A-G approved courses and achieving a Level 3 "Standard Met" on one or both the SBAC ELA or mathematics assessments.

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<sup>1</sup> <https://www.cde.ca.gov/ta/ac/cm/cci.asp>

## Instructional Materials

Core course textbooks are selected based on review and recommendation of the department and/or grade level team. Below are strategies for adopting instructional materials/academic supports for students in need:

- Assess student test scores, project and homework assignments, individual strengths and weaknesses. (Data on 9<sup>th</sup> graders is collected during Freshman Bootcamp and from 8<sup>th</sup> grade scores.) Build student and cohort profiles. (This dynamic process is ongoing as students improve and/or fall behind during a school year.)
- Acquire and introduce State-approved standards-based instructional materials to ALL students.
- Collect materials as needed to supplement approved texts for use with ALL students, such as supplemental readers and workbooks, Internet websites, instructional kids (for solar cooker and robotics design), and articles about current events, etc.
- Collect materials appropriate for special subgroups and/or individual students and introduce to the appropriate students.
- Continuously review the progress of each student and make necessary changes, such as switching their supplemental materials, adding more or less rigorous materials, etc.

Grade Level	Course	Title	Author	Publisher	Date
9	Humanities	World History: Patterns of Interaction	Beck, et al	McDougal Litell	2003
9	Project Physics	Conceptual Physics: The High School Physics Program	Hewitt	Prentice Hall	2006
9	Spanish 1	Realidades 1	Boyles, Met, Sayers, and Wargin	Prentice Hall	2004
9	Integrated Math 1	Algebra 1: Applications, Equations, Graphs	Larson, Boswell, Kanold, Stiff	McDougal Litell	2004
9	English 9A/B	Prentice Hall Literature: Timeless Voices, Timeless Themes Gold Level: CA Edition	Kinsella, et al	Prentice Hall	2002
10	World History	World History:: Connections to Today, The Modern Era	Ellis & Esler	Prentice Hall	2003
10	Chemistry	Chemistry (CA Edition)	Myers, Oldham, Tocci	Holt, Rinehart, and Winston	2007

Grade Level	Course	Title	Author	Publisher	Date
10	Integrated Math 2	Geometry	Larson, Boswell, Kanold, Stiff	McDougal Litell	2004
10	English 10 A/B	Prentice Hall Literature: Timeless Voices, Timeless Themes Platinum Level: CA Edition	Kinsella, et al	Prentice Hall	2002
11	American Literature/ Composition	Prentice Hall Literature: Timeless Voices, Timeless Themes The American Experience: CA Edition	Kinsella, et al	Prentice Hall	2002
11	US History	The Americans: Reconstruction to the 21st Century (CA Edition)	Danzer, et al	McDougal Litell	2003
11	US History	We the People: The Citizen & the Constitution	Center for Civic Education	Center for Civic Education	2009
11	Integrated Math 3	Algebra II	Larson, Boswell, Kanold, Stiff	McDougal Litell	2004
11	Biology	Biology: CA Edition	Miller & Levine	Prentice Hall	2007
12	Principles of American Democracy	Magruder's American Government	McClenaghan	Prentice Hall	2005
12	Economics	Economics: Today and Tomorrow	Miller	Glencoe	2005
12	Physics	Fundamentals of Physics (7th Ed.)	Halliday, Resnick, Walker	John Wiley & Sons, Inc.	2005
12	Statistics	The Basic Practice of Statistics (4th Ed.)	Moore	W.H. Freeman and Company	2007
12	Pre-Calculus	Pre-Calculus with Unit-Circle Trigonometry (4th Ed.)	Cohen, Lee, Sklar	Brooks/Cole	2006
12	Calculus	Calculus: Graphical, Numerical, Algebraic, AP Edition (3rd)	Finney, Demana, Waits, Kennedy	Prentice Hall	2007
12	Modern Literature/ Advanced Composition	Prentice Hall Literature: Timeless Voices, Timeless Themes The British Tradition: CA Edition	Kinsella, et al	Prentice Hall	2002

## **Western Association of Schools and Colleges (WASC) Accreditation**

High Tech LA submitted an application for interim WASC accreditation in 2004. The Charter School had one visit from a WASC team and was granted interim accreditation through June, 2008. The next year, 2005, the Charter School added a grade level to include grades 9 – 12 and applied for “substantive change” which, after a one-day WASC visit, was granted. In the Charter School year 2008, High Tech LA participated in a full WASC application, hosted a full visit in March 2009, and was granted a 6-year term with a three-year revisit. The WASC Visiting Committee conducted a one-day revisit in April, 2011, and reaffirmed the accreditation through the end of the six-year term. Continuing our high-achieving status with our WASC accreditors, High Tech LA was awarded another six year clear accreditation (no mid-cycle visit, only a self-report) in 2014. In 2017, we submitted our three-year report and will have our next visit in 2020.

The WASC Leadership Team established for the previous self-study continued to monitor and ensure implementation of the Action Plan. The Charter School team meets on a regular basis to review progress made in relation to school goals and to meet standards of accreditation. The entire staff is directly and indirectly involved with the Action Plan implementation. The principal devotes time at the annual school retreat in the fall for faculty to examine school data and refocus on the goals of the Action Plan. Throughout the year staff members talk about data, plan and strategize ways to intervene and assist students in areas where significant progress still needs to occur. There are frequent collaborative meetings where the entire faculty is focused on student learning outcomes and data analysis which influence school-wide decision making.

The midterm progress report was prepared collectively by the WASC Leadership Team in Spring 2017 with input from all faculty members, staff, students and parents

### **Notification of Transferability of Courses**

Parents are notified in our handbook and on our website that that school is accredited by WASC and that all courses taken at High Tech LA are transferrable to other high schools and recognized by colleges. Notification is included on report cards and transcripts and at parent meetings and orientations. Further, all our graduation requirements are A-G approved and the likelihood is that they will be accepted by other schools. If they were not, or if the other school had a requirement of a course we don't offer, our guidance counselor and/or principal communicate our belief that that requirement should be waived.

When students transfer into HTLA, their prior history of completed A-G approved courses is compared to our list of required courses. A comprehensive path and timeline of courses is then worked out between the guidance counselor, the parent(s) and the student. Generally, alterations to our typical course structure are minor in nature and can be accomplished with little modification. In some instances, a student's prior history requires more extensive modification. The student may have to make up courses in summer school or in on-line courses. The most extreme modification would occur if a student was transferring in with significant failing marks in prior A-G courses. In these cases, we align our course offerings with what they have completed successfully and place them in the

grade level most conducive to helping them achieve high school graduation and college/career readiness.

#### Academic Calendar and Schedules

##### High Tech LA Calendar 2018-2019 School Year

Monday, August 13, 2019	Pupil Free Day
Tuesday, August 14, 2018	First Day of Fall Semester
Monday, September 3, 2018	Labor Day – No School
Monday, September 10, 2018	Rosh Hashanah – No School
Wednesday, September 19, 2018	Yom Kippur – No School
Monday November 12, 2018	Veterans Day – No School
Tuesday, November 20, 2018	POL - Pupil Free Day
Wednesday, November 21, 2018	POL- Pupil Free Day
Thursday, November 22, 2018	Thanksgiving Day – No School
Friday November 23, 2018	Holiday – No School
Tuesday, December 18, 2018	Finals Exams - Minimum Day
Wednesday, December 19, 2018	Finals Exams - Minimum Day
Thursday, December 20, 2018	Finals Exams - Minimum Day
Friday, December 21, 2018	Pupil Free Day
Monday, December 24, 2018- Friday January 4, 2019	Winter Break
Monday, January 7, 2019	Pupil Free Day
Tuesday, January 8, 2019	First Day of Spring Semester
Monday, January 21, 2019	MLK Day – No School
Friday, February 15, 2019	Pupil Free Day
Monday, February 18, 2019	Presidents Day – No School
Monday, April 1, 2019	Cesar Chavez Day- No School
Monday, April 22, 2019 - Friday, April 26, 2019	Spring Break
Monday, April 29, 2019	Remembrance Day – No School
Wednesday, May 1, 2019	TPOL - Pupil Free Day
Thursday, May 2, 2019	TPOL - Pupil Free Day
Friday, May 3, 2019	TPOL - Pupil Free Day
Monday, May 27, 2019	Memorial Day – No School
Tuesday, May 28, 2019	Senior Finals
Wednesday, May 29, 2019	Senior Finals



Tuesday, June 4, 2019	Finals Exams - Minimum Day
Wednesday, June 5, 2019	Finals Exams - Minimum Day
Thursday, June 6, 2019	Finals Exams - Minimum Day
Friday, June 7, 2019	Pupil Free Day - Graduation

The Bell Schedule will be:

Monday	start	end	total minutes
1	8:45 AM	9:35 AM	50
2	9:35 AM	10:25 AM	50
Nutrition	10:25 AM	10:45 AM	20
3	10:45 AM	11:35 AM	50
4	11:35 AM	12:25 PM	50
Lunch	12:25 PM	12:55 PM	30
X-Block	12:55 PM	2:10 PM	75
5	2:10 PM	3:00 PM	50
6	3:00 PM	3:50 PM	50

Tuesday/Wednesday	start	end	total minutes
1,4	8:45 AM	10:35 AM	110
Nutrition	10:35 AM	10:55 AM	20
2,5	10:55 AM	12:45 PM	110
Lunch	12:45 PM	1:15 PM	30
Advisory	1:15 PM	2:00 PM	45
3,6	2:00 PM	3:50 PM	110

Thursday/Friday	start	end	total minutes
1,4	8:45 AM	10:25 AM	100
Nutrition	10:25 AM	10:45 AM	20
2,5	10:45 AM	12:25 PM	100
Lunch	12:25 PM	12:55 PM	30
X-Block	12:55 PM	2:10 PM	75
3,6	2:10 PM	3:50 PM	100

High Tech LA has block scheduling for the school week. All periods meet on Mondays. Periods 1, 2, and 3 meet on Tuesdays and Thursdays. Periods 4, 5, and 6 meet on Wednesdays and Fridays. Students participate in X-Block on Mondays, Thursdays, and Fridays, and have an Advisory Study Hall on Tuesdays and Wednesdays. The full schedule and calendar year are set forth above.

Classes begin at 8:45 AM every day and end at 3:50 PM. High Tech LA offers 375 minutes of instruction per day on regular days, and additional time is allotted for tutorial hours and computer use.

During Final Exams, High Tech LA follows a minimum day schedule. Students will meet for one period final, go to Nutrition, then take their second final. This will repeat for the three days of Finals.

Period	Start Time	End Time	Total Min.
1, 3, or 5	08:45 AM	11:00 AM	135
L	11:00 AM	11:30 AM	30
2, 4, or 6	11:30 AM	01:30 PM	120

TK/K	No	-	-	-	-	-	-	-	-	0	36000	0	-36000
1	No	-	-	-	-	-	-	-	-	0	50400	0	-50400
2	No	-	-	-	-	-	-	-	-	0	50400	0	-50400
3	No	-	-	-	-	-	-	-	-	0	50400	0	-50400
4	No	-	-	-	-	-	-	-	-	0	54000	0	-54000
5	No	-	-	-	-	-	-	-	-	0	54000	0	-54000
6	No	-	-	-	-	-	-	-	-	0	54000	0	-54000
7	No	-	-	-	-	-	-	-	-	0	54000	0	-54000
8	No	-	-	-	-	-	-	-	-	0	54000	0	-54000
9	Yes	169	375			6	255			175	64800	64905	105
10	Yes	169	375			6	255			175	64800	64905	105
11	Yes	169	375			6	255			175	64800	64905	105
12	Yes	169	375			6	255			175	64800	64905	105

The master schedule, shown below, supports both college and career preparation, using CTE foundation standards that are worked into all classes for all grade levels. Students are introduced to potential career pathways that relate to project-based learning throughout each school day. Time also is built into the schedule for students to meet with the college counselor/academic counselors or to attend special programs that will help them pass standardized tests and learn about postsecondary opportunities and support programs (i.e. college visits, Revolution Prep Mock PSAT and SAT exams, college research, applications for colleges and scholarships, summer programs, or advanced and online courses).

The master schedule is designed to ensure that students can achieve mastery of content standards. The college counselor and academic counselors advise students and parents on CAASPP preparation, test fee waivers and course requirements for college via individual meetings before and after school, group workshops, monthly emails, and college awareness events, and financial aid strategies for college. Incoming freshman are assessed during Freshman Bootcamp, results of which, when combined with course scores and IAB results, inform course curriculum and needed interventions. Parents attending our Spring Social or Back-to-School Night are also educated about this process.

<b>MASTER SCHEDULE with Sequencing Examples for Each Grade</b> <b>(All High Tech LA classes other than freshman math are heterogeneous with differentiated instruction as noted earlier in this petition.)</b>				
Before-school	<i>Students use this time to do homework and complete projects. Faculty schedule 3 days a week to meet with students and/or parents regarding needed interventions, academic or behavioral issues, etc. Two days a week, teachers have meetings on school operations, curriculum, instruction and critical friends. Some faculty schedule tutoring hours before school.</i>			
High Tech LA's Master Schedule resembles a college schedule. Students attend 3 courses on W/F and three other courses on T/Th. All courses are covered on Mondays.	English 9 A/B	English 10 A/B	Composition/ American Literature A/B	CSU Expository Reading and Writing A/B
	Ancient Civilizations A/B	World History/ Geography A/B	U.S. History A/B	Government and Economics
	Spanish 1 A/B	Spanish 2 A/B	Two Electives	<i>Semester of Internship and Semester with Elective</i>
	Integrated Math 1 A/B	Integrated Math 2 A/B	Integrated Math 3 A/B	Math IV or Calculus A/B
	Physics A/B	Chemistry A/B	Biology A/B	Advanced Physics or Environmental Science A/B
	<u>Elective Period.</u> Students can choose among offered electives noted in the curriculum, some of which are designed as interventions in ELA or math, for example. Students with special needs enroll in elective courses that provide tailored interventions, such Resource Class for students with IEPs.			

Blocked Activities	Lunch: <i>Students can meet with the college counselor to discuss summer programs, college research, and job prep, among other options.</i> X-Block (Physical Education): <i>All grades meet together in various PE groups on M, W and F.</i> Advisory: <i>Students meet in advisories every Tuesday and Wednesday and special interventions are often available, as students need them.</i>
After-school	<i>Various academic interventions, such as tutoring and college counseling. Meetings among students for Interdisciplinary Projects. Programs and clubs such as robotics. Students use this time to do homework and use resources and computers for research.</i>
<ul style="list-style-type: none"> <li><i>This set of courses is modified each year after analysis and reflection on the prior year, the individual grade level needs, what worked/didn't work in the previous year and other factors.</i></li> </ul>	

## Professional Development

### Recruiting Qualified Teachers

High Tech LA attracts and recruits teachers qualified to deliver the instructional program through a variety of search methods including EdJoin, CCSA job fairs and website, and advertisements at local colleges and universities.

Teachers of High Tech LA are prepared to deliver focused and standards-based instruction in all subject areas, along with a project-based, technology-infused curriculum. This preparation takes place in classroom settings, as well as in non-traditional environments such as industry work sites, research laboratories and off-site, small-group sessions. High Tech LA also schedules professional development activities throughout the entire year. These activities promote knowledge and skills in content areas, such as math and science, and emphasize more than just familiarity with the state frameworks. High Tech LA has set up comprehensive, interactive presentations on proven assessment measures and standardized tests. In addition, High Tech LA recruits industry experts in high technology and manufacturing to design and/or involve our teachers in customized technology training programs. For example, this year we had representatives from Microsoft instruct us on how to better use the Office 365 Suite and, in particular, OneNote in all our courses.

High Tech LA has presented professional development sessions on project-based learning and assessment at an LAUSD Small Learning Communities Conference and at the California Charter Schools Association. The Charter School aims to continue to provide professional development opportunities to teachers outside of High Tech LA staff.

By design, professional development (PD) at High Tech LA parallels the way students are taught. It is primarily personalized and specific to issues that arise, a fluid process with a mix of school-based, local and national training, interwoven with standards-based training offered by the district and other school support systems. It evolves from collective and individual student needs and is, thus, based on the scientifically proven research that drives instruction (such as differentiated instruction, heterogeneous groups and project-based

learning) while being aligned with State and federal content standards. The PD planning process is built into yearly, weekly and periodic staff meetings and informal contacts during each school day as noted in the chart on the following pages, and is intimately linked with the Charter School's management and collaborative culture. It is funded from our general operating budget, leveraged with private sources, project-specific grants, equipment vendors, and grants to higher education partners.

Professional development conducted at the Charter School site is primarily focused on teamwork and Critical Friends Meetings where information is shared and is responsive in real time to student assessments and needs, whether a cohort, a subgroup or even an individual student. It begins with hiring practices where the principal hires teachers and other staff members who not only have appropriate training and/or experience for their jobs, but also bring their life experience to the collaborative table, drawing from higher education and the world of work. The principal looks for professionals who are willing to share, collaborate with, and train their peers. Many are award winners in their fields of expertise. While it is impossible within these page limits to fully profile the staff, a summary of their collective expertise may be found on the following page.

Since staff is key to student achievement gains, members are highly valued and invested in liberally. For instance, the Charter School routinely pays for special training and conference attendance for teachers and nominates them for awards and teacher grants. Parents also have a way of saying "thank you" to teachers by hosting Teacher Appreciation Lunches.

The following are some highlights of PD activity at High Tech LA:

- During the next charter term, our current plan is to continue to focus on literacy as a central topic for professional development.
- Projects are also a major part of our curriculum and we aim to refresh our approach to them over the next few years.
- Finally, with respect to the next five years, we will also be focusing on ways to extend the use of our tablet computers to aid student learning.
- Training of the teaching staff in the use of the Office 365 Suite and the class notebook in OneNote.
- By continuing his own education at the Photoshop World Conference and Epson Print Academy, photography teacher Kevin Merrill shared the latest technological advances in digital media with his students who have won awards at competitions held at the Skirball Center, The Music Center and various annual Congressional Arts Competition.
- Teachers at the Charter School have received additional training. Staff members attend trainings and conferences then share their knowledge at staff meetings. A sampling of regional and national conferences are: Harvard Institute on Leadership, NACAC, UC and CSU Annual Conferences and Financial Aid Meetings, California Charter Schools Annual Conference, Western and National Associations of College Admissions Counseling, Photoshop World Conference, California Mathematics Council/Southern Conference, Harvard College

Admissions Summer Institute, College Counseling Coordinating Committee of LA Conference, Cal State Northridge Writing Project, Gilder Lehrman Summer Seminar, NEH Summer Institute, LA Stars PD, 2017 Immediate Immersion TPRS course, Coach Foreign Language Project, Getty Villa Educators Workshop, UCI History Project Workshop on Common Core,

High Tech LA Professional Development Meets the Standards	
CA Standards for Teaching Profession	The CSTP standards are a corner-stone of High Tech LAPD, which incorporates, among many other elements of the standards, 1) a vision of holistic teaching that builds on the philosophy that a teacher's knowledge of students is critical to developing curriculum and choice of instructional methods, and 2) the realization that expert teaching requires "continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world." All six standards are addressed in PD.
California Professional Standards for Educational Leaders	High Tech LA staff PD touches upon all six CPSELS Standards using both traditional methods that are noted in other parts of this application and this chart, specifically. The High Tech LA Foundation is playing a critical role in coaching the administrative and teaching staff in how to navigate the larger political, social, economic, and legal systems (Standard 6) to build sustainability for the Charter School. High Tech LA, like all new innovations in education, has to navigate a delicate balance in leveraging resources from traditional State funding sources with new public and private sources.
ESSA	All are ESSA compliant.

Collective Qualifications of HighTech Los Angeles Full-time Staff	
Administrator/Teacher Qualifications	Education/Experience Highlights
BA and BS degrees	All teachers and administrative staff, including the college counselor, academic counselors, and IT Director, have bachelor degrees. Some have more than one.
Graduate degrees	8 MA; 6 MS; 2 JD; 1 PPS
Collective Certificates/Credentials in Education	California Teaching Credentials; Administration Credential; Single Subject Credentials in biology, chemistry, physics, art, special education, English, math, social studies, and Spanish; Administrative Services, Professional Credential; Clear California Teaching Credential; Pupil Personnel Credential; Cross Cultural Language and Academic Development Certificate; BICM Certificate; LAUSD Max (ISIS); LAUSD Student Information Systems (SIS); Special Education Clear Credential; UCLA Certificate Program in College Counseling; Credential in Gifted and Talented; MFT; Autism Authorization

	Others in progress are: Intern Credential Program; California Teaching Credential; Single Subject Teaching Credential; Preliminary Education Specialist Instruction Credential
Safety: CPR/First Aid	Nine members of the staff have been trained and certificated in CPR and First Aid.
Other Relevant Qualifications	Most teachers have several years of business or industry experience that they also bring to bear in the classroom and in PD for others on the team. For instance, drama teacher is a playwright and theatrical producer; and math, and Personal Finance teacher has worked in retail as the president of a resale store of children's toys, furniture and clothing. Others have worked with philanthropic groups, worked in advertising/PR, taught at the university level and overseas. <u>Languages spoken by staff are:</u> English, Spanish, Armenian, and Farsi, Cultures lived in and/or studied/taught abroad include: Salvadorian, Guatemalan, Armenian, Mexican, Spanish, French, and Iranian.

An Integrated Management and Professional Development System (built on State standards with custom enhancements)	
PD	Description
Yearly Planning Retreat (also a first step induction program for new staff)	All High Tech LA staff meet for three days immediately before or after the Freshman Bootcamp and prior to the start of school to plan the Charter School year. Faculty review information gathered about incoming students—both those known from the previous year and the new freshmen—to map the core curriculum for students <i>and staff</i> , and choose instructional materials, other resources and supports. From this base, PD evolves over the Charter School year to meet individual and collective needs. Evaluation indicates this process is pivotal to coordinating the start of the new school year and inducting new staff. Generally, one major topic is selected by administration to be repeatedly focused on during the retreat and during the year. This year's major emphasis is on Literacy. In years past it has been, for example, TPOLs, rigor, or PBL.
Common Planning Time and "Critical Friends" Sessions	<u>Monday AM Staff Meetings:</u> All staff meet to discuss operations related to master schedules, pacing schedules for all subject areas, school priorities, general policies such as those relating to student discipline, teacher and program evaluation, plans for the future and resources/PD needed in that context. All decisions are team consensus, but when group consensus fails, the principal breaks the tie.  <u>Thursday AM Planning and "Critical Friends" Sessions:</u> Staff, invited consultants and stakeholders discuss curriculum and instructional strategies to engage students. On Thursdays, this could take the form of grade level, department level, or entire faculty meetings. One major protocol used is the Critical Friends protocol. Within a 3-week cycle, teachers meet by academic discipline on the <i>first Thursday</i> to collaborate on specific subject matter issues and assess student and school performance in accordance with the annual plan. The <i>following Thursday</i> , teachers meet by grade level to integrate instruction

	<p>across academic disciplines, discuss needs of individual students/subgroup needs, create interventions, and problem-solve around benchmarks for each grade based on ESSA/ State standards. In <i>week three</i>, teachers participate in “Critical Friends” (a teacher/team presents a class project or instructional plan to other faculty, who then make recommendations). These meetings help develop best practices. The cycle of three sessions is repeated to continuously review student progress and instructional practices. Subjects include other PD needs by group, subgroup or individual teachers, and how to get additional PD from industry partners or other sources. For example, a recent whole-group PD centered on NWEA results, how to interpret them and action steps that could be taken for those who have areas in need of additional growth.</p> <p><u>Project-Based Planning</u>: All day every day as teachers and staff collaborate on project-based instruction.</p>
Instructional Materials Training	<p>As new instructional materials are adopted or new software is installed, appropriate staff receives training from High Tech LA staff and/or vendors. Annually High Tech LA staff receives updated Naviance Teacher Training. The Principal attended the Incident Command System Training—TOT Program.</p>
External Training	<p>High Tech LA administrators and teachers, have participated in a number of special training programs, such as: 1) Harvard University Institute training on Instructional Rounds and “Charter Schools: Practices for High Performance;” 2) Gilder Lehrman Summer Seminar 3) the Buck Institute of Education (i.e. project-based learning techniques); 4) Promethean smart board technology used in classrooms; 5) NEH Summer Institute, 6) Wildwood Summer Institute on Project Based Learning; 7 2017 8) CSAA conference 2016</p> <p>CA STEM Symposium 2014</p>
Higher Ed/Industry Partners	<p>High Tech LA staff receives training, coaching and mentoring from district and stakeholder sources and from higher education and industry partners. For example, the Spanish teacher attended LA Stars and an English teacher was invited to join Facing History, the Skirball Museum of Tolerance teacher training program. A Science teacher and his students collaborated on a lab project with the City’s Department of Sanitation. A Social Studies teacher has worked on curriculum for US History at the Reagan Foundation. Our Advanced Physics course is aided by representative from RocketDyne. Our Robotics teams has made connections to several local manufacturing companies.</p>
Conferences	<p>Staff members attend trainings and conferences then share their knowledge at staff meetings. A sampling of regional and national conferences are: Harvard Institute on Leadership, NACAC, UC and CSU Annual Conferences and Financial Aid Meetings, California Charter Schools Annual Conference, Western and National Associations of College Admissions Counseling, Photoshop World Conference, California Mathematics Council/Southern Conference, Harvard College Admissions Summer Institute, College Counseling Coordinating Committee of LA Conference, Cal State Northridge Writing Project, Gilder Lehrman Summer Seminar, NEH Summer Institute, LA Stars</p>



	PD, 2017 Immediate Immersion TPRS course, Coach Foreign Language Project, Getty Villa Educators Workshop, UCI History Project Workshop on Common Core, OESIS conference, NSTA conference, CA STEM Symposium 2014
Technology Training	Technology is incorporated into most PD. Professional IT staff support teachers and their classrooms and informally coach teachers on-the-job. Training from Microsoft on the use of OneNote and the Office 365 Suite of applications occurred in 2017.

## Meeting the Needs of All Students

High Tech LA strives to meet the needs of all students regardless of ability or background. However, the Charter School does not group by ability or other characteristics, except in math classes. All students are in the same classes regardless of their status as Gifted, Special Ed, socioeconomically disadvantaged, English language proficiency or achieving below grade level.

### *English Learners*

Students come to our school from several dozen different middle schools. In their first weeks with us, we identify any students who are EL students. First we review their home language survey. Then we check CALPADS for their history. During this time, we ask teachers to make suggestions as to any students who may be English Learners. Finally, or when we receive it, we review any student who may be potentially identified as EL's cumulative folder for any additional information. Any student who is identified by any of the means is treated as an EL until we have contrary evidence.

All EL students are tested using the CELDT in 2017-18 and the ELPAC going forward from 2018-19 on.

In Chapter 7 of the English Language Arts/English Language Developmental Framework for California Public Schools Kindergarten Through Grade Twelve, it reads,

Similarly, for classrooms with ELs, the components of the CA ELD Standards (Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills”) are integrated throughout the curricula, rather than being addressed exclusively during designated ELD time. This integration of ELD instruction in ELA and all academic content courses necessitates collaboration among ELD and content area instructors. Given the focus on literacy across the content areas, all teachers become teachers of language—the language needed to understand, engage with, and communicate about written texts, digital formats, and oral discourse in each discipline.

The above quote summarizes our approach to serving EL students. Teachers who serve EL students are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English learners. As discussed elsewhere in this petition, literacy, and, where relevant, ELD, is the central focus of our professional development in

2017-18 and will be in 2018-19 as well. We ask EL students to interact in meaningful ways during direct instruction, individual work with the instructor, and in group work with other students. Instructors facilitate such group work when necessary to increase understanding of both EL and non-EL group members. Additionally, EL students are worked with to gain knowledge of how English works by interacting with a variety of texts and communication situations.

More specifically, HTLA follows the precepts of the 2012 California English Language Development Standards. EL students are challenged, with support, to expand their understanding of English through the activities required in their general education courses. The three most commonly assigned tasks are to:

- “read, analyze, interpret, and create a variety of literary and informational text types”
- contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback
- demonstrate knowledge of content through oral and multimedia presentations, writing, and collaborative conversations.<sup>2</sup>

The instructional design model used by High Tech LA places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Faculty has been trained on a variety of instructional strategies to be used with all students and specifically with English Learners. All students at HTLA take the same courses

Currently, over the past five years, we use the CELDT test to diagnose the English Language acquisition level of our students. Going forward we will use the ELPAC.

We have instituted as a pilot program (internally called, “The Academy”), a separate tutoring program for a handful of students. This handful includes all EL and LTEL students at the school. The focus of this tutoring academy is on foundational reading strategies and other aspects of Part II – Learning How English Works and Part III – Using Foundations Literacy Skills of the CA ELD standards<sup>3</sup>. Their general education classes focus more on Part I – Interacting in Meaningful Ways. However, the three pieces work in conjunction with each other to deepen EL students’ understanding of English. We believe this program will continue and will serve as designated instruction for all EL students.

The grades of EL students are monitored by the Student Services Committee (SSC) (of which the School Counselor is a member) weekly and at the end of the semester. Further, the SSC communicates with the EL students’ teachers to uncover any specific interventions that may be necessary. The School Counselor is able to monitor the progress of the EL students with the SSC, communication with the instructors, communication with the leader of The Academy, and communication with the students.

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<sup>2</sup> 2012 California English Language Development Standards, p. 10.

<sup>3</sup> p.16

Reclassifying students takes place at least once, but often twice, yearly. In order to reclassify, a student must:

- Take an assessment of English Language Proficiency (CELDT but ELPAC from 2018-19 on)
  - CELDT Score of Advanced (5) or Early Advanced (4) overall
- Performance in Basic-Grade Level Skills (NWEA)
  - Student MAP RIT Reading and Language score of 25 percentile or above
- Teacher professional evaluation and recommendation
- Parent opinion and consultation

The HTLA Board will approve the details of our reclassification using the ELPAC instead of the CELDT in Spring, 2018, after the school has been able to work with the ELPAC closely.

HTLA has adopted the LAUSD Master Plan.

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

The philosophy of the Charter School is that within a heterogeneously grouped classroom, each student is challenged at his or her own level. This includes GATE students and students achieving above grade level. Project Based Learning allows students to go as deep and as wide as they can. Additionally, students may take the core curriculum in certain grade levels for “honors” credit by contracting with the teacher to do additional projects or work on assignments requiring more depth of analysis or rigorous outcomes. These Honors courses have been approved by the UC Doorways with the exception of one course. We offer an Honors Math IIAB course which has not been approved by the UC but does count internally as an honors course. GATE students are identified based on their performance in classes at High Tech LA, their NWEA scores and recommendations of faculty.

#### *Students Achieving Below Grade Level*

Giving help to struggling students is a priority at High Tech LA. Every week a team of administrator reviews the performance of every student in the Charter School in our Student Services meeting. This meeting generally takes between one to two hours. Included on the Student Services team are the Principal, the Assistant Principal, the Charter School Counselor, the Director of Special Education and the Charter School Psychologist. Attendance and course grade data as well as anecdotal stories shared with the team members by other teachers or students are all taken into consideration. Members of the team or other teachers are assigned to intervene in various ways with students deemed “at risk.” These interventions run the gamut from simple conversations to team meetings including parents to, possibly, assessment by the Special Education department should this be necessary.

The most commonly used intervention is tutoring. High Tech LA provides tutoring before and after school, as well as personalization in the classroom to address the needs of students achieving below grade level. Teachers also assess their students frequently and

remediate as needed. Teachers always use their assessments to tailor their instruction to address the needs of their students. Research on cooperative learning also suggests that mixed ability groups, such as those utilized at High Tech LA, help struggling students achieve at higher levels.

As the state of California has one official standardized test given during high school years, High Tech LA screens the following data to identify at-risk students in accordance with the California guidelines:

- Students scoring Standard Not Met or Standard Nearly Met on the previous year's CAASPP test in any one subtest score in Mathematics and/or English Language Arts.
- Students who are scoring below the 35<sup>th</sup> Percentile in mathematics, reading or language usage on their last Northwest Evaluation Association (NWEA) test. These test are generally given twice a year at High Tech LA.
- Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports.
- Students recommended for academic intervention.
- Students who have recorded numerous absences or tardies for an unknown reason in the past week or who have missed significant school.
- Students who have IAB interim assessment results Below Standard.
- Students who have ICA interim assessment results at the Standard Not Met or Standard Nearly Met levels.
- Students who are receiving two or more D's or Fails in their current classes.

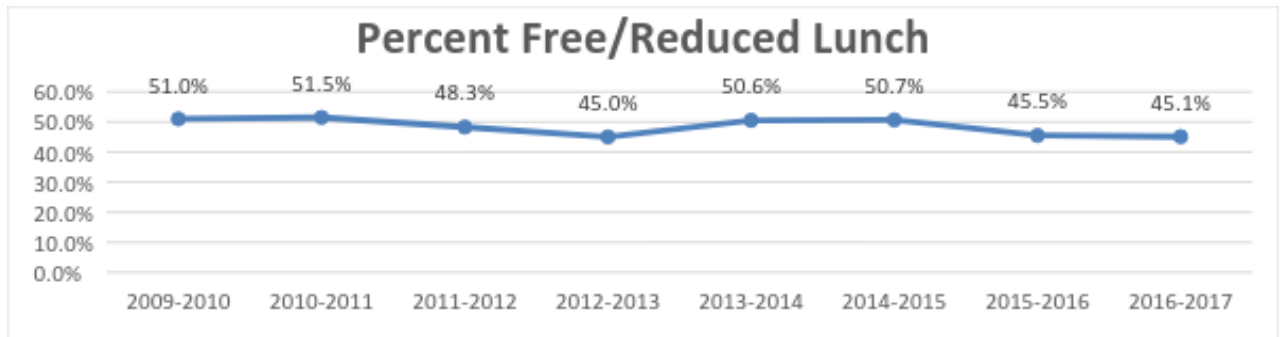
### *Socioeconomically Disadvantaged Students*

High Tech LA uses the majority of its Title I funding to provide tutoring before and after school in all subjects. All students can attend tutoring, but socioeconomically disadvantaged students are the target population since their Title I dollars generate the funds for it. In addition, the Charter School is supervised for one hour before school and forty minutes after school so that students, especially those without easy access to a computer and/or internet at home, can access the technology.

Eligibility for federally funded programs such as Title I is based on the number of low-income students as evidenced by the number of students enrolled in the free and reduced lunch program. For an entire school to qualify for Title 1 funds, at least 40% of students must enroll in the free and reduced lunch program. Since the first full self-study, there has been some variation in the percentage of students deemed eligible for the free and reduced lunch program. In 2007-08, 43.7% of students were eligible. For the 2011-2012 school year, 48.3% of students were eligible.

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
51.0%	51.5%	48.3%	45.0%	50.6%	50.7%	45.5%	45.1%

Source: CDE DataQuest



#### *Students with Disabilities*

We have addressed our approach to these students in our District Required Language and elsewhere in our application.

#### *Students in Other Subgroups*

High Tech LA has implemented the following strategies to improve the performance of any students who we identify as performing significantly below grade level (by grades received in classes or standardized tests) or those students who need additional services because they are Foster Youth, Standard English Learners or otherwise face individualized needs.

- By the end of the eighth week of school, all parents of students at High Tech LA identified as at risk are informed of their child's academic standing.
- A list of available in-school tutoring is developed and made available for parents of all students by the second week of school. Tutoring sessions are held either right before or right after school for one hour.
- Staff professional development sessions are devoted to meeting both the needs of low achieving students and gifted students; innovative practices of teachers are presented, implemented as appropriate, and evaluated for their effectiveness.
- Over the course of the year, our Special Education runs several professional development opportunities. These range from general topics on how to work best with SWDs to detailed explorations of an individual student's accommodations.
- A centralized list of targeted low-achieving students is kept by the administrator to monitor student progress, to track services, and to provide the High Tech LA Board with periodic updates on the progress of student achievement.
- Parent/Student/Teaching Team meetings are utilized to develop individualized strategies for targeted low achieving students.

The following programs have been added to provide additional support for students at risk:

- Summer school classes in math, history, and English are funded by the Charter School and held at High Tech LA.
- Online credit recovery courses are provided and counselors have access to this information for their struggling counselees.

Additionally, counselors, working with teachers, provide additional support. Daily grades are reviewed by staff and parents. Students deemed at risk (two or more D's or Fails) meet one-on-one with a counselor. An anecdotal log is maintained for struggling students. Team meetings are held frequently with a student's teachers, counselor, and parents. These meetings can be requested by a counselor, a parent, a teacher, or the Charter School psychologist and they provide an opportunity for student growth and improvement.

### “A Typical Day”

A typical day at High Tech LA begins with students arriving at school between 7:30 am and 8:45 am, when the actual school day begins. They are dressed in the High Tech LA dress code – a polo shirt and khaki pants or skirt. Teachers arrive at 7:45 am. On Monday mornings, teachers attend a calendar meeting and on Thursday mornings, they attend a curriculum meeting. On the other mornings, teachers are tutoring students or updating grade books or lesson plans, and students are finishing up assignments on their personal tablet computers (assigned to them at the beginning of the Charter School year), checking their email and ordering lunch online. Groups of students, representing twenty-three countries of the world, speaking twelve different languages at home, are sitting together in the Great Room, Commons, Back Yard or Front Yard, talking, playing guitars, and finishing breakfast. At 8:45, students go to their first two-hour block of class (see schedule).

Once the Charter School day begins, a guest touring the building might see photography students taking photos inside or outside the building, groups of students working in project rooms together on a class assignment, teachers using Samsung displays in their classrooms for direct instruction, special education aides interacting with their students in the classroom, and almost every student sitting with a tablet in front of him or her collaborating with the teacher through OneNote. Less visible to a visitor might be the students with vision or hearing impairment who have been seated in the front of the room, those with learning disabilities who have been provided with notes ahead of the lecture or been given a reduced homework assignment, or the ones on the autism spectrum who have been quietly handed their “fidget toy” by a teacher or aide during class discussion to keep them focused on classwork. Visiting a particular classroom, one might see Ms. Hunter doing a chemistry experiment under the document camera on her tablet so that all students can see, a Socratic Seminar in Mr. Bewley's English Class, or a debate on the geocentric vs. heliocentric paradigms in Ms. Pawlik's History class. In Ms. Perkin's US Government class, one might see a heated debate on search and seizure. In Ms. Rostami's math class, students are working in groups comparing solutions they generated for their math assignment delivered through Aleks to the notes provided on OneNote. Several rooms have students taking a test on the course management system, Moodle. Wandering into one of the faculty offices or, perhaps, one of the new sound booths when they are completed, one could see Ms. Goodman creating a podcast of her English lecture for the student's future use, Ms. Scherer updating her Moodle page to reflect the homework for 10<sup>th</sup> Grade English or Mr. Perahya and Mr. Babahekian collaborating on the requirements for the upcoming Freshman cross-curricular “Angry Birds” project.

During nutrition and lunch, a tour of the campus might uncover Project Rooms containing groups of students working in groups or with volunteer college advisors in the College

Center, students congregating outside, many of them stopping by the lunch cart in the back yard or taking out the lunch they brought from home. Students are playing guitars, meeting with club members in various classrooms, hanging around with their friends in the shade of the Back Yard, or playing basketball on an outside court. The sounds of lunch are punctuated by guitars and singing, laughter, the scuffle of the ball in front of the Charter School. Since there are no bells, students watch the clock and go to their next class at the appointed time.

After lunch, seniors who have an Internship leave campus to “go to work” while the others get ready for “X Block.” During “X Block” some students are doing yoga in one classroom, Zumba in another and full-body calisthenics in another. Other groups of students and teachers go on a brisk walk around the neighborhood park, lace up their sneakers to train for the Los Angeles Marathon as a part of Students Run LA, or play flag football, ultimate Frisbee or soccer on one of the fields on the Lake Balboa Educational Complex. Some students use one of their X-Block periods a week to meet with their speech therapist, or in a social networking group with the Charter School psychologist to work on overcoming social issues, or participate additional academic intervention, if needed.

As the students return from “X Block,” they prepare to go to the last period of the day. Third and sixth periods are electives for upperclassmen, and so there might be a group of students working in the alcove on a scene for Drama class, another creating the week’s online newsletter for Journalism or a classroom of students with special needs receiving additional support from the Resource Specialist and special education aide. After school, students huddle with teachers for one-on-one tutoring or repair to the Robotics lab to create the next competition robot. Other students rush out after school to catch the bus or Orange line home, or wait for their ride home.

## **Element 2 – Measurable Pupil Outcomes and**

## **Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

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

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

## **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

## **STANDARDIZED TESTING**

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

High Tech LA will accomplish several educational objectives through an intensive focus on computers/technology, English/language arts, science, math, history/social studies, foreign language, the arts, health, and physical education.



Students will:

- Understand the multiple uses of computers and technology and apply them in our world.
- Use the tools of math and science to become aware of how the universe works.
- Meet all University of California/California State University A-G Entrance Requirements.
- Meet and exceed all CCSS, NGSS, and remaining State Content Standards for California Schools.
- Transition into higher education.

In Mathematics, students are taught to understand and appreciate the need to analyze data, assess information, and recognize mathematical relationships. Students are encouraged to interact as they explore, investigate, and discover relationships between mathematical skills and concepts. Problem solving and critical thinking skills are emphasized using cooperative and collaborative learning techniques. Students are encouraged to discuss problems and decide upon varied possible solutions by attentively listening and following a logical argument to reach a valid conclusion based on presented or available facts. Students learn to appreciate the contributions of different cultures to Mathematics. Students are given opportunities to confidently apply what they have learned as they move beyond the classroom and apply their skills to real life situations or projects.

In Science, students will demonstrate how to apply the scientific method to design controlled experiments in course projects, the ability to analyze and interpret qualitative and quantitative data in course projects, how to apply scientific writing skills to communicate conclusions from scientific data in course projects, and the ability to apply scientific knowledge and research to current social and world issues in course projects

In Social Studies, students will understand and apply concepts of cause and effect and evaluation of historical documents, create electronic slideshows to aid public presentations of their work, use Internet search engines to find digitized primary historical documents and public domain books, create storyboards for a dramatic presentation, and use critical thinking skills to analyze events in history and make connections between historical events and current world issues.

In English, students will be introduced to the basic elements of fiction: character, setting, plot, theme, tone/mood, be able to define and identify basic literary terms such as metaphor, simile, alliteration, rhyme scheme, meter, be able to define and identify symbolism and allusion, and understand root words as a key to understanding vocabulary. Additionally, students will know and be able to identify the eight basic parts of speech, understand sentence structure, write a grammatically correct and coherent five paragraph essay, be able to research and write an extended research paper using appropriate citation of sources and write a business letter.

In Spanish, students will build communicative skills and cultural competency and a realistic and insightful understanding of the Hispanic culture and thought. Students will use Spanish in real-life situations by emphasizing oral communication and by developing the other basic language skills (reading and writing). Students will engage in

conversations, provide and obtain information, express feelings and emotions and exchange opinions. Students will use language for personal communication needs. Students will apply their learning of Spanish to the creation of a children's book that is then read to elementary school students in a live interaction. Students will ask and answer questions and request clarification as needed. Students will understand written documents on familiar topics dealing with basic needs or interests. Students will write short descriptive paragraphs.

High Tech LA is committed to meeting and exceeding the Common Core State Standards for California Schools in all curriculum areas. High Tech LA keeps a copy of the Common Core State Standards for California Schools on file, and is committed to updating the standards as they are amended, and will refer to them regularly in the planning and development of curriculum.

#### Measurable Goals of the Education Program

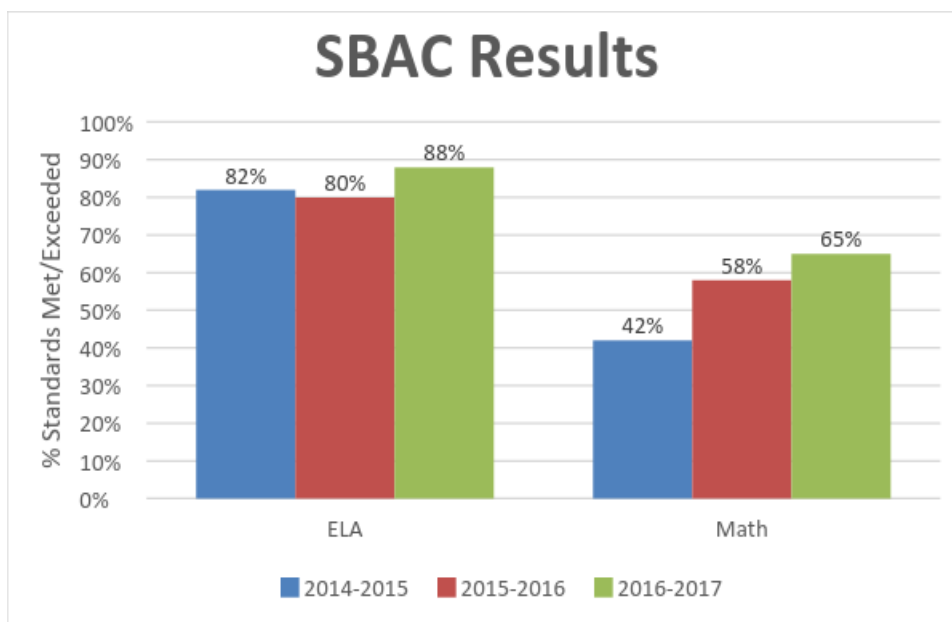
The Charter School principal, staff, and teachers are held accountable to the Board for meeting the Charter School outcome goals and all data, when possible, is disaggregated to show how sub-groups; e.g. LEP, non-LEP, mobility, gender, etc. perform. High Tech LA pursues the following outcome goals:

- High Tech LA will rate at the Blue level on the California School Dashboard in the area of Graduation Rate.
- High Tech LA will have more than 65% of students on the California School Dashboard in the area of College/Career readiness rate as "Prepared". (Note that we do not offer AP or IB tests or a CTE Pathway so that the only path to this rank on the CCI is through our A-G courses and/or SBAC scores.)
- High Tech LA will rate at 20 or above positive points above Level 3 on the Academic Performance ratings on the California School Dashboard in the area of Mathematics.
- High Tech LA will rate at 70 or above positive points above Level 3 on the Academic Performance ratings on the California School Dashboard in the area of English Language Arts.
- High Tech LA's academic performance on the SBAC will be equal to or better than the academic performance of the LAUSD schools that High Tech LA students would otherwise attend in the year prior to charter renewal, or in two of the last three years prior to renewal.
- High Tech LA students will score at or above the 60<sup>th</sup> percentile on the mathematics, reading and language usage test on the NWEA at the following rates: 9<sup>th</sup> grade = 60%, 10<sup>th</sup> grade = 80%, 11<sup>th</sup> grade = 85%.
- High Tech LA's academic performance on the ELPAC will be equal to or better than the academic performance of the LAUSD schools that High Tech LA students would otherwise attend in the year prior to charter renewal, or in two of the last three years prior to renewal.
- High Tech LA will have a lower student dropout rate than the Resident Schools Median and at least equivalent to Similar Schools Median.

- High Tech LA will have a high school graduation rate higher than the Resident Schools Median and at least equivalent to Similar Schools Median. We expect at least 98% of our enrolled seniors in high school to graduate.
- High Tech LA will maintain a high student attendance rate of at least 95%, with a school year of no fewer than 175 days and 375 minutes per day.

#### Measurable Pupil Outcomes: Summative Assessment Performance Targets

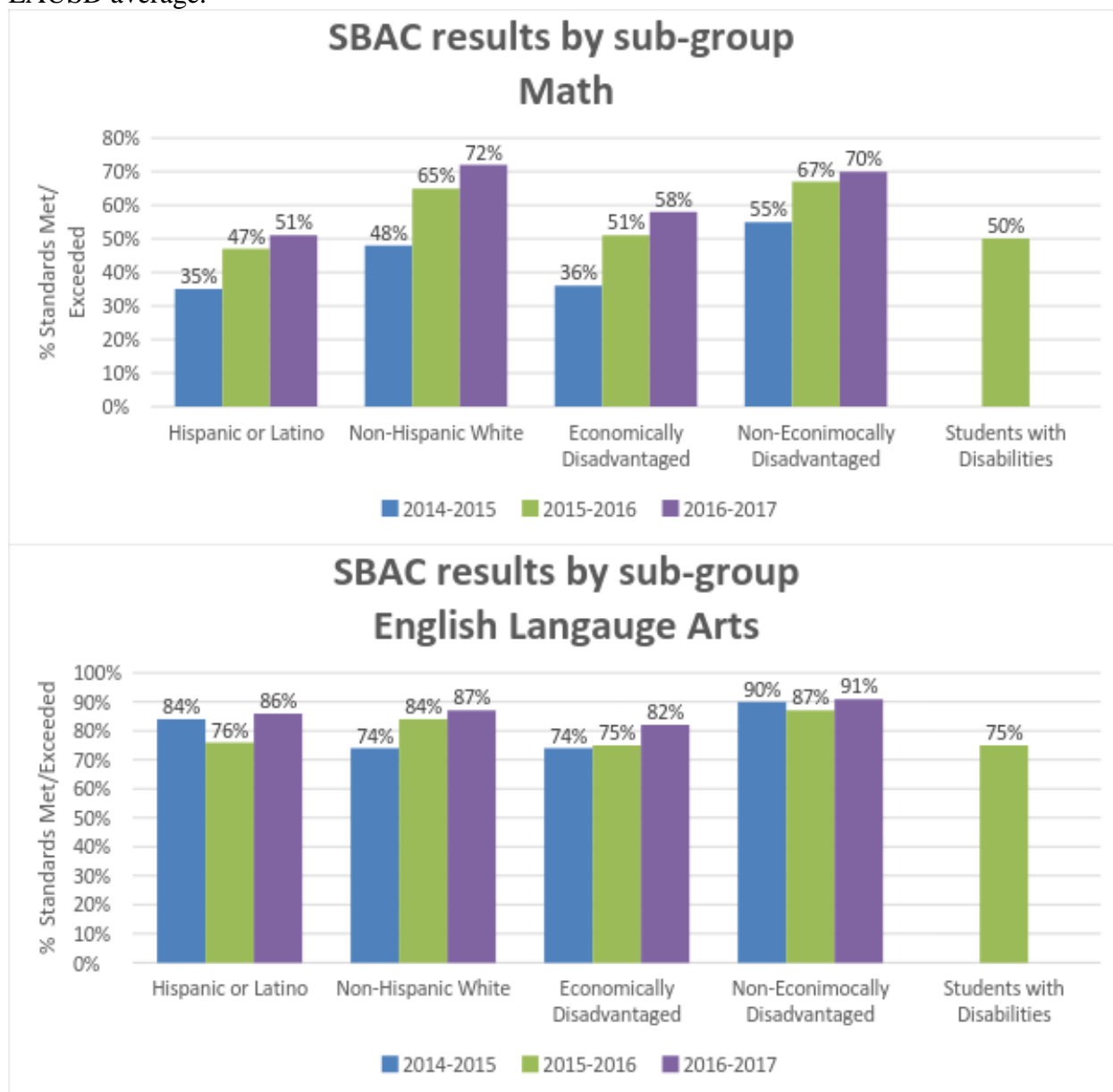
With the changes in the state of California's standardized testing system since our last charter renewal, it is difficult to provide comprehensive data that gives a full accounting of our students' academic achievements. This information follows our analysis of our students' academic outcomes on the SBAC tests since 2015. Official SBAC data only exists for 11<sup>th</sup> graders, which, given we are a smaller school, provides a limited but instructive view of our school and our students' academic outcomes. Therefore, we have also included an analysis of our students' recent outcomes on the NWEA test. Our more recent data will show our continued achievement.



Our general results on the SBAC show both a high percentage of students at or above the grade-level standard as well as general upward trends in both ELA and mathematics. Our upward trend in mathematics is more pronounced. We aim to have 90% of 11<sup>th</sup> graders meet the standard in ELA and 70% in mathematics.

SBAC						
Percent of students that met/exceeded standards						
	2013-2014	2014-2015	2015-2016	2016-2017	LAUSD average 2016-17	HTLA Comparison to LAUSD
ELA		82%	80%	88%	54%	+34
Math		42%	58%	65%	24%	+41

The above table shows our performance on the SBAC and adds a comparison to the overall LAUSD average.



The two charts above look at the same SBAC data but delineate by sub-groups. There are several takeaways, both positive and less positive from this. Perhaps the best news is every sub-group is scoring about the overall LAUSD average. All students are being educated at a high level at High Tech LA. Also, our trend-lines are either up or flat. We are either maintaining a high level of performance in every sub-group or improving. However, there are notable areas of growth. In mathematics, our Latino and economically disadvantaged students' performance is behind the overall average in the Charter School. In ELA, while our Latino students are within two percentage points of the Charter School average, our economically disadvantage student are scoring slightly lower.

Low-income students SBAC  
(free or reduced lunch recipients)

	53%	58%	37%
11th	2015	2016	2017
ELA	74%	75%	81%
Math	36%	51%	57%

Minority & Low Income (Latino)

	31%	36%	19%
11th	2015	2016	2017
ELA	80%	74%	79%
Math	24%	38%	64%

Low Income (white)

	14%	16%	16%
11th	2015	2016	2017
ELA	54%	76%	79%
Math	45%	76%	51%

Overall Achievement CAASPP

	80	85	89
11th	2015	2016	2017
ELA	82%	80%	88%
Math	45%	58%	65%

SWDs SBAC

	9%	14%	n/a until 9/1
11th	2015	2016	2017
ELA	n/a	75%	
Math	n/a	50%	

These results to the left (further delineated immediately from the data above) have led to this year's emphasis on literacy as our organizing topic for professional development. It is our working hypothesis that some students are scoring lower than their observed mastery-level due to difficulty interpreting and understanding the questions. We do not emphasize multiple choice tests at High Tech LA. We are not, in any way, moving towards "teaching to the test." Instead, we are looking our current teaching practices to improve student performance.

ELs			
English	% proficient	Math	% proficient
Overall	88%	Overall	65%
Fluent-English + EO	88.64%	Fluent-English + EO	65.91%
IFEP	87.50%	IFEP	56.25%
RFEP	83.33%	RFEP	55.55%
English Only	90.74%	English Only	72.22%
Ever Els	78.95%	Ever Els	52.63%

CAASPP 2017	
MATH	
CONCEPTS AND PROCEDURES	All
Above Standard	47.19%
Near Standard	34.83%
Below Standard	17.98%
PROBLEM SOLVING AND MODELING/DATA ANALYSIS	All
Above Standard	34.83%
Near Standard	53.93%
Below Standard	11.24%
COMMUNICATING REASONING	All
Above Standard	37.08%
Near Standard	58.43%
Below Standard	4.49%
ENGLISH	
READING	All
Above Standard	51.69%
Near Standard	43.82%
Below Standard	4.49%
WRITING	All
Above Standard	66.29%
Near Standard	30.34%
Below Standard	3.37%
LISTENING	All
Above Standard	37.08%
Near Standard	48.31%
Below Standard	
RESEARCH/INQUIRY	All
Above Standard	67.42%
Near Standard	29.21%
Below Standard	3.37%

## 2017 CAASPP Analysis

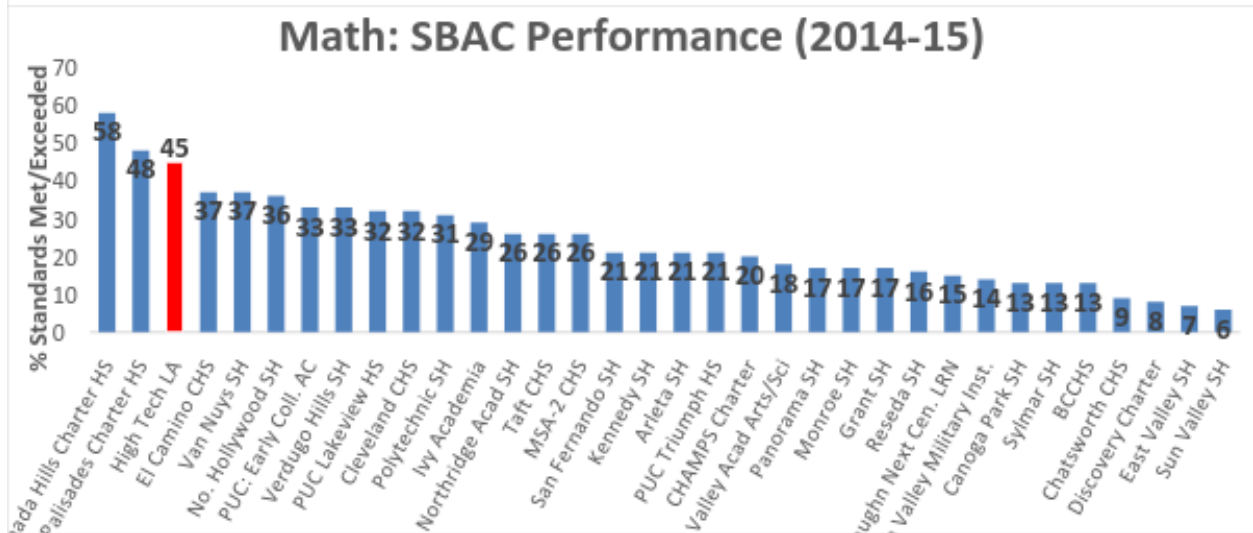
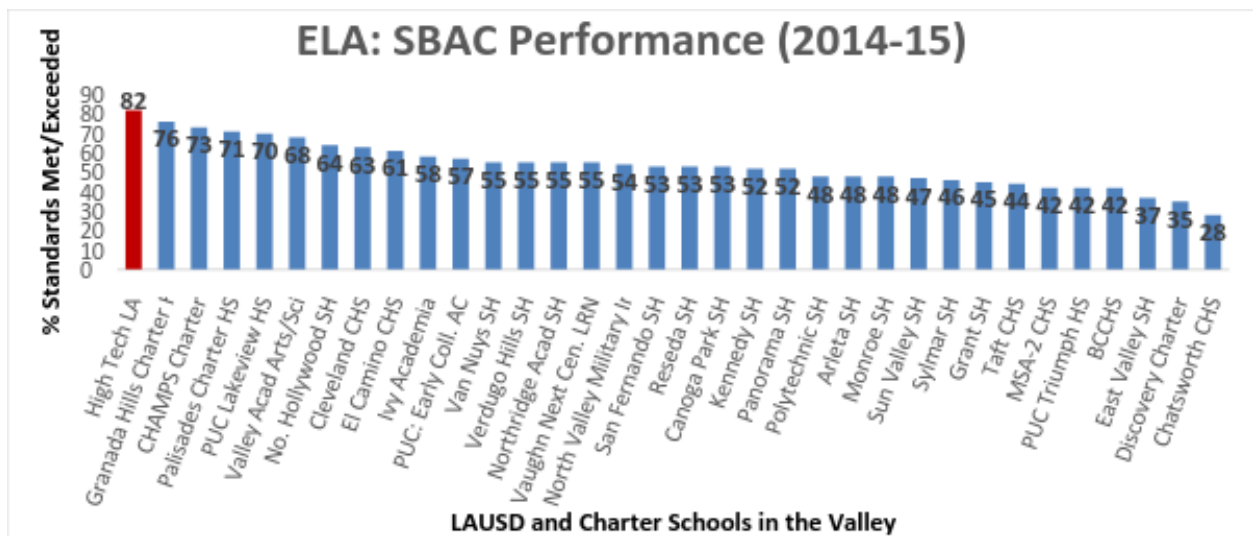
The information to the left dives more deeply into the content of the CAASPP SBAC test results for 2017.

This is the data we use to further correlate our teaching to the state Common Core standards.

From this we are able to determine where we are doing well and where we have areas of growth.

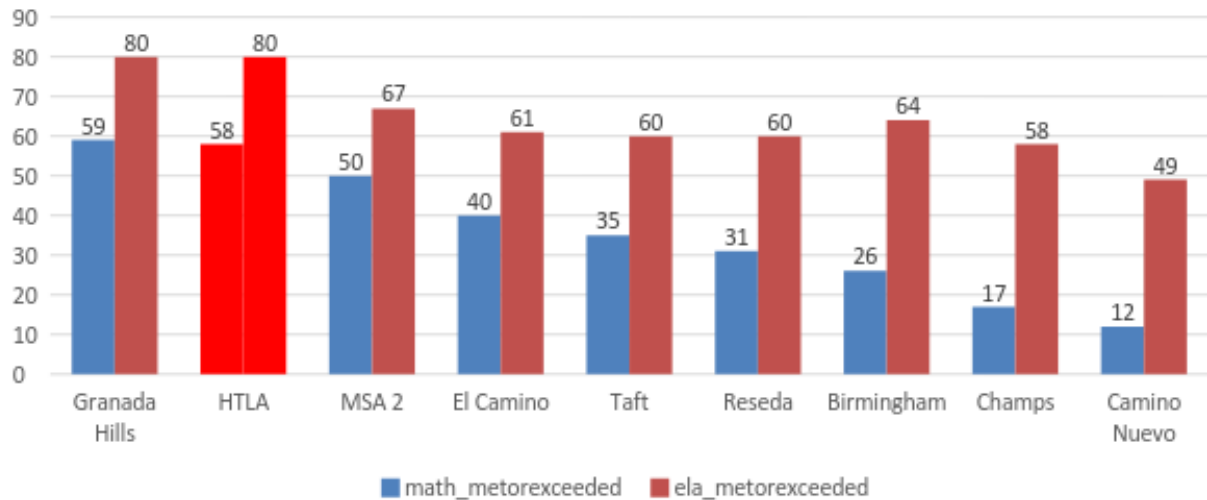
Above, we referenced are overall focus on the area of literacy in all classrooms.

From the data at left we can also see that both problem solving and communicating reasoning are areas ripe for growth for us. Interesting the area in ELA in which we have the most room for growth is listening.

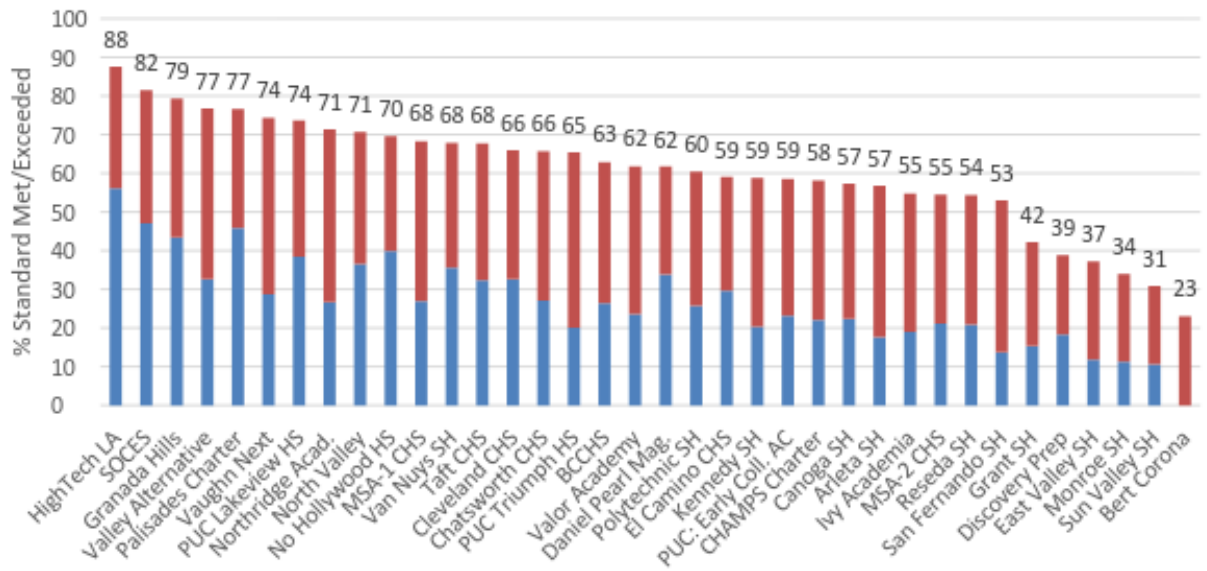


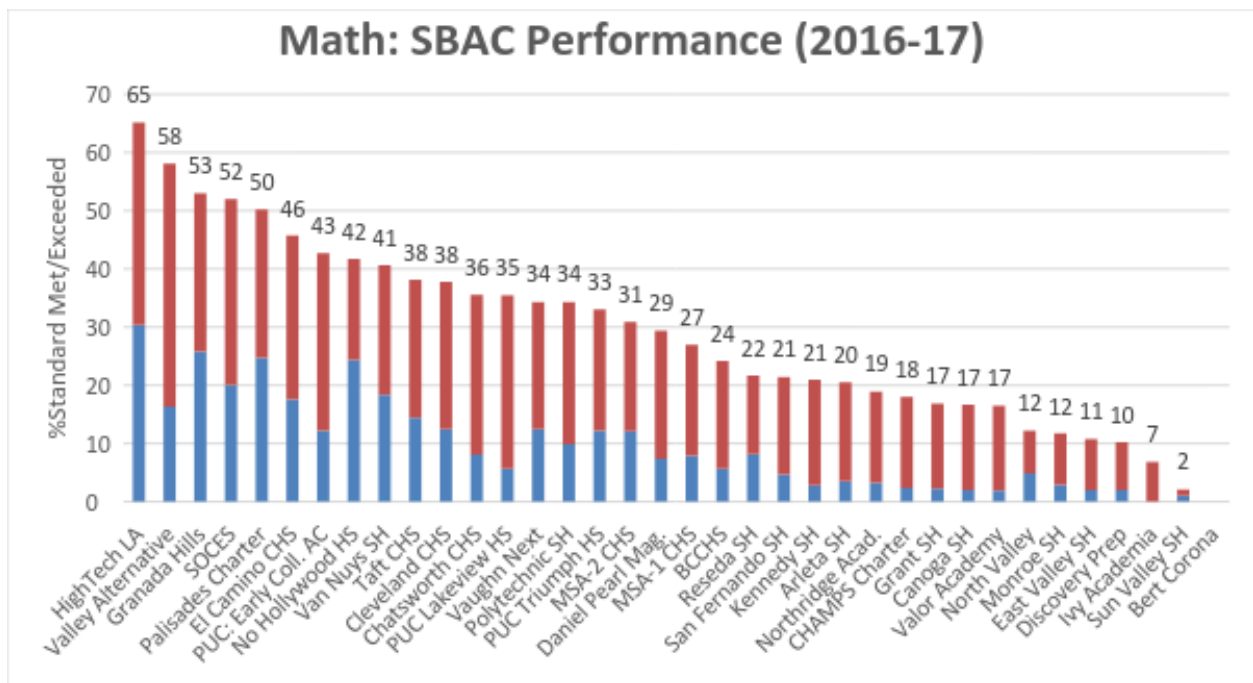


## 2016 SBAC Result Comparison of Schools



## ELA: SBAC Performance (2016-17)





The above data is quite clear. It shows that our students are outperforming the Charter Schools throughout the San Fernando Valley, both LAUSD and charter and have been for years. Even more interesting is that our results have improved over the last three years. On the most recent SBAC exams, High Tech LA is simply one of the top performing schools in Los Angeles.

#### Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Next we turn to our second assessment system, the NWEA MAP Growth tests. HighTech has implemented this test over the past several years. We give the exam at the start and end of each academic year. We use the Fall results to help identify students who may need some additional help. We use the Spring results to both identify students and to analyze or teaching. In particular, we are looking for growth at the class and individual student level. It is important to note from the beginning that the NWEA test is on one continuum over time for each student. The results speak to mastery is a slightly different way than being at grade level on the SBAC. The NWEA is also an adaptive test. If students get a correct answer, their next question is harder. Thus, students in the 9<sup>th</sup> grade can score a high or higher than students in the 11<sup>th</sup> grade. So, it is imperative to look no just at mastery level, but also at growth so that we know the impact of our teaching on student performance.

As read, you will notice reference to the 60<sup>th</sup> percentile on the NWEA. This is the 60<sup>th</sup> percentile nationally. We look to this threshold as it corresponds to roughly a 22 on the ACT test. As a college-prep school, this is our constant goal and is central to our school's Vision.

# NWEA Growth Goal:

65% of students will achieve at least 1 year of growth on NWEA MAP.

9 <sup>th</sup> Math	
count	%
n/a	n/a

9 <sup>th</sup> Reading	
count	%
n/a	n/a

9 <sup>th</sup> Language	
count	%
n/a	n/a

9 <sup>th</sup> Math→10 <sup>th</sup> Math	
count	%
68	66

9 <sup>th</sup> Reading→10 <sup>th</sup> Reading	
count	%
43	41%

9 <sup>th</sup> Language→10 <sup>th</sup> Language	
count	%
62	58

10 <sup>th</sup> Math→11 <sup>th</sup> Math	
count	%
56	58

10 <sup>th</sup> Reading→11 <sup>th</sup> Reading	
count	%
46	48

10 <sup>th</sup> Language→11 <sup>th</sup> Language	
count	%
48	50

12 <sup>th</sup> Math	
count	%
n/a	n/a

12 <sup>th</sup> Reading	
count	%
n/a	n/a

12 <sup>th</sup> Language	
count	%
n/a	n/a

Above are the results of our most recent (fall 2017) NWEA MAP tests analyzed for growth. You see no growth results for 9<sup>th</sup> or 12<sup>th</sup> grade. For the 9<sup>th</sup> grade, this is the first time they have been administered this test by us. For the 12<sup>th</sup> grade, there are no yearly growth goals provided by the NWEA.

As with the SBAC results, we are looking for individual students as well as course or grade-level information. Above you can see that our 9<sup>th</sup> grade math growth is the highest performing. That is, the highest percentage of students are showing growth of at least one year on the NWEA. Also as above, it is in the area of reading we see the greatest area in need of growth. This matches our analysis of results on the SBAC. Further, it matches our belief that literacy is the highest area of need for our students.

#### Overall Achievement NWEA

MATH	TOTAL
above 60th percentile	69%
above 40th percentile	87%
below 40th percentile	13%

READING	TOTAL
above 60th percentile	67%
above 40th percentile	88%
below 40th percentile	12%

LANGUAGE	TOTAL
above 60th percentile	70%
above 40th percentile	88%
below 40th percentile	12%

What follows is a fairly deep dive into our analysis of our recent NWEA results. This is how we look to the test data to tease out meaningful information. The biggest takeaway here is that our Hispanic students are not scoring at the same level as their white classmates. Our goal is to shrink this gap. Again, we believe that a targeted focus on literacy in all classes is the appropriate focus of our professional development and subsequent actions by teachers.

Notably, a higher percentage of our 9<sup>th</sup> grade Hispanic students achieved a year of growth than white students in the area of language and matched their growth in the area of reading. For 10<sup>th</sup> grade, a higher percentage of our Hispanic students achieved a year of growth than white students in the area of reading and a similar percentage in the area of math.

Achievement NWEA by  
Subgroup

9th Breakdown	All	White	Hispanic	Black	Asian	Other
Numbers	114	67	34	2	7	4
%	100%	59%	30%	2%	6%	4%

9th MATH	All	White	Hispanic	Black	Asian	Other
above 60th percentile	54%	62%	39%	0%	72%	25%
above 40th percentile	80%	83%	74%	0%	100%	75%
below 40th percentile	20%	16%	27%	100%	0%	25%

9th READING	All	White	Hispanic	Black	Asian	Other
above 60th percentile	56%	63%	44%	50%	29%	100%
above 40th percentile	86%	87%	88%	50%	72%	0%
below 40th percentile	14%	13%	12%	50%	28%	0%

9th LANGUAGE	All	White	Hispanic	Black	Asian	Other
above 60th percentile	66%	63%	71%	50%	57%	100%
above 40th percentile	85%	87%	86%	50%	71%	0%
below 40th percentile	15%	13%	14%	50%	29%	0%

10th Breakdown	All	White	Hispanic	Black	Asian	Other
Numbers	98	46	36	3	4	9
%	100%	47%	37%	3%	4%	9%

10th MATH	All	White	Hispanic	Black	Asian	Other
above 60th percentile	77%	82%	61%	100%	100%	89%
above 40th percentile	91%	97%	78%	100%	100%	100%
below 40th percentile	9%	3%	23%	0%	0%	0%

10th READING	All	White	Hispanic	Black	Asian	Other
above 60th percentile	81%	82%	75%	100%	100%	89%
above 40th percentile	93%	95%	89%	100%	100%	100%
below 40th percentile	6%	5%	11%	0%	0%	0%

10th LANGUAGE	All	White	Hispanic	Black	Asian	Other
above 60th percentile	70%	78%	50%	67%	75%	78%
above 40th percentile	91%	93%	89%	67%	75%	100%
below 40th percentile	9%	7%	11%	33%	25%	0%

11th Breakdown	All	White	Hispanic	Black	Asian	Other
Numbers	88	40	38	0	6	4
%	100%	45%	43%	0%	7%	5%

11th MATH	All	White	Hispanic	Black	Asian	Other
above 60th percentile	80%	88%	68%	n/a	67%	75%
above 40th percentile	94%	93%	92%	n/a	100%	100%
below 40th percentile	6%	8%	8%	n/a	0%	0%

11th READING	All	White	Hispanic	Black	Asian	Other
above 60th percentile	77%	72%	79%	n/a	67%	75%
above 40th percentile	91%	95%	84%	n/a	100%	100%
below 40th percentile	10%	6%	16%	n/a	0%	0%

11th LANGUAGE	All	White	Hispanic	Black	Asian	Other
above 60th percentile	76%	88%	60%	n/a	83%	75%
above 40th percentile	89%	93%	81%	n/a	100%	100%
below 40th percentile	11%	8%	19%	n/a	0%	0%

9th MATH	All	White	Hispanic	Black	Asian	Other
met growth projection	67%	75%	56%	0%	100%	75%

9th READING	All	White	Hispanic	Black	Asian	Other
met growth projection	39%	37%	35%	50%	57%	75%

9th LANGUAGE	All	White	Hispanic	Black	Asian	Other
met growth projection	51%	45%	56%	50%	71%	75%

10th Breakdown	All	White	Hispanic	Black	Asian	Other
Numbers	98	46	36	3	4	9
%	100%	47%	37%	3%	4%	9%

10th MATH	All	White	Hispanic	Black	Asian	Other
met growth projection	53%	54%	53%	33%	75%	44%

10th READING	All	White	Hispanic	Black	Asian	Other
met growth projection	58%	59%	61%	67%	50%	44%

10th LANGUAGE	All	White	Hispanic	Black	Asian	Other
met growth projection	47%	52%	33%	67%	25%	78%

9th	>60th %ile
Math Overall	54%
Operations and Algebraic Thinking	67%
Real and Complex Number Systems	56%
Geometry	53%
Statistics and Probability	52%
Reading Overall	56%
Literature	53%
Informational Text	57%
Vocabulary Acquisition and Use	62%
Language Overall	66%
Writing: plan, organize, develop, revise, research	65%

Language: understand, edit for grammar, usage	58%
Language: Understand, edit mechanics	65%
10th	
	>60th %ile
Math Overall	77%
Operations and Algebraic Thinking	85%
Real and Complex Number Systems	67%
Geometry	76%
Statistics and Probability	70%
Reading Overall	82%
Literature	74%
Informational Text	79%
Vocabulary Acquisition and Use	77%
Language Overall	70%
Writing: plan, organize, develop, revise, research	66%
Language: understand, edit for grammar, usage	68%
Language: Understand, edit mechanics	69%
11th	
	>60th %ile
Math Overall	80%
Operations and Algebraic Thinking	91%
Real and Complex Number Systems	72%



Geometry	76%
Statistics and Probability	71%
Reading Overall	77%
Literature	73%
Informational Text	71%
Vocabulary Acquisition and Use	79%
Language Overall	76%
Writing: plan, organize, develop, revise, research	69%
Language: understand, edit for grammar, usage	70%
Language: Understand, edit mechanics	77%

Following our school academic goals listed above, the following charts are useful for us to find the specific parts of the curriculum that are most in need of growth. Notably, as with all the data above, literacy seems to be at the center of many of our areas for growth. Also, statistics and probability are an area of need for our school. This has added to our belief that more students need to be exposed more formally to statistics. However, we are starting this effort in the 12<sup>th</sup> grade with a re-imagining of our senior math offerings. Math IV will include a significant amount of formal statistics. However, this will not show on these results as 12<sup>th</sup> grade is not included in the growth analysis from NWEA.

NWEA GROWTH by Grade								
9th			10th			11th		
	# met Growth	% met growth		# met Growth	% met growth		# met Growth	% met growth
Language	58	51%	Language	46	52%	Language	52	58%
Reading	45	39%	Reading	57	58%	Reading	50	56%
Math	73	64%	Math	52	53%	Math	69	66%
	# below 50th %ile	% below 50th percentile		# below 60th %ile	% below 60th percentile		# below 60th %ile	% below 60th percentile
Language	26	23%	Language	30	30%	Language	21	23%
Reading	28	25%	Reading	18	18%	Reading	20	22%
Math	34	30%	Math	23	23%	Math	18	20%
	# below 50th %ile who did not meet growth	% below 50th %ile who did not meet growth		# below 60th %ile who did not meet growth	% below 60th %ile who did not meet growth		# below 60th %ile who did not meet growth	% below 60th %ile who did not meet growth
Language	19	73%	Language	22	73%	Language	10	48%
Reading	22	79%	Reading	11	61%	Reading	10	50%
Math	23	68%	Math	16	70%	Math	10	56%

Finally, our last piece of assessment data is an example of how we use testing data to identify individual students in need of additional support or interventions. This is where you see the use of the student's national percentile. Over half of our 9<sup>th</sup> graders come into our school at a mastery level that puts them at risk of achieving their goal of going to college. As you can see, High Tech LA moves these students closer to that mastery level as they progress with us. It is our goal to have them all reach this level. 53% of students are below the 60<sup>th</sup> percentile nationally. By the time they are in 11<sup>th</sup> grade, that percentage has shrunk to 21%. This is still too high, but we believe that our 12<sup>th</sup> grade courses further shrink this number and prepare even more students for college.

We can take the data below and identify the specific students who need intervention. When correlated with grades and teacher anecdotal reports, we are able to give help to those who need it most to achieve mastery and prepare for college.

9th Math Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
12	50%	12	50%	0	0%	0	0%	0	0%
0	0%	3	12%	23	88%	0	0%	0	0%
0	0%	0	0%	8	30%	19	70%	0	0%
0	0%	0	0%	0	0%	5	15%	29	85%
12	11%	15	14%	31	28%	24	22%	29	26%
10th Math Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
2	6%	8	24%	8	24%	11	32%	5	15%
0	0%	2	6%	11	31%	13	36%	10	28%
0	0%	0	0%	1	3%	5	14%	29	83%
2	2%	10	10%	20	19%	29	28%	44	42%
11th Math Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
3	10%	4	14%	7	24%	11	38%	4	14%
0	0%	0	0%	7	23%	10	32%	14	45%
0	0%	0	0%	0	0%	5	14%	31	86%
3	3%	4	4%	14	15%	26	27%	49	51%
12th Math Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
3	4%	5	6%	8	10%	20	25%	44	55%

9th Reading Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
2	7%	4	13%	5	17%	12	40%	7	23%
1	3%	3	10%	8	27%	7	23%	11	37%
3	12%	7	27%	9	35%	7	27%	0	0%
2	8%	4	16%	5	20%	10	40%	4	16%
8	7%	18	16%	27	24%	36	32%	22	20%

10th Reading Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
2	6%	7	20%	6	17%	15	43%	5	14%
1	3%	4	11%	6	17%	9	26%	15	43%
2	6%	3	9%	9	26%	11	31%	10	29%
5	5%	14	13%	21	20%	35	33%	30	29%

11th Reading Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
0	0%	3	9%	8	25%	11	34%	10	31%
1	3%	3	9%	6	19%	11	34%	11	34%
3	9%	1	3%	6	19%	7	22%	15	47%
4	4%	7	7%	20	21%	29	30%	36	38%

12th Reading Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
1	1%	8	10%	10	13%	23	29%	38	48%

9th Language Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
1	3%	7	23%	6	20%	9	30%	7	23%
3	10%	2	7%	6	20%	11	37%	8	27%
2	8%	6	23%	9	35%	8	31%	1	4%
1	4%	4	16%	5	20%	10	40%	5	20%
7	6%	19	17%	26	23%	38	34%	21	19%

10th Language Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
1	3%	6	17%	6	17%	10	29%	12	34%
3	9%	4	11%	8	23%	11	31%	9	26%
2	6%	2	6%	4	11%	15	43%	12	34%
6	6%	12	11%	18	17%	36	34%	33	31%

11th Language Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
0	0%	3	9%	5	16%	13	41%	11	34%
0	0%	1	3%	7	22%	16	50%	8	25%
1	3%	3	9%	5	16%	8	25%	15	47%
1	1%	7	7%	17	18%	37	39%	34	35%

12th Language Overall Performance (fall)									
Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
1	1%	4	5%	6	8%	29	36%	40	50%

All annual goals for all pupils are listed in Element I.

The proposed evaluation of the impact of High Tech LA is designed to assess the short-and long-term impact of the charter in a number of areas:

- Student achievement and school performance outcomes.
- Classroom instruction and student learning.
- Preparation for post-secondary education and student exposure to technology and work-based learning experiences.

#### Student Achievement and School Performance Outcomes

The curriculum of High Tech LA is based on delivering a standards-based and technology-infused curriculum that emphasizes mathematics, science and engineering in order to prepare students for post-secondary education and, potentially, careers in high technology fields. The Charter School also aims to provide a more personalized learning experience for students through small class size and extended block periods for project-based instruction.

Research has shown that the combination of a more individualized educational experience and the relevance of school curriculum are associated with lower dropout rates, higher attendance rates, as well as raised academic expectations for students leading to better academic performance (i.e., grade point averages) and greater rates of post-secondary eligibility. Indeed, small school advocates have been quick to point out that the “cost per graduate” of these kinds of schools tend to be far lower than those at traditional, comprehensive high schools precisely because the personalized, project-based curricular approach is beneficial for students. Research is less clear on the impact that such schools have had on student achievement on standardized tests and other “high stakes” accountability measures.

To evaluate the unique educational experience for students at High Tech LA, the Charter School examines standard State and District accountability measures including:

##### *Student-level data indicators*

- 11<sup>th</sup> Grade SBAC scores in ELA and mathematics
- NWEA scores in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade (twice yearly)
- Grade Point Average (GPA)
- Early Assessment Program (EAP) results
- California English Language Development Test (CELDT) results

##### *School-level accountability indicators*

- Graduation rate
- Attendance rate
- Dropout rate
- Suspension/Expulsion rate

Program effectiveness is gauged formally and informally at High Tech LA. Student data—NWEA, SBAC, course grades and attendance—is disaggregated by student characteristics and analyzed to place each program in perspective, guide students into appropriate electives, identify students needing additional tutoring on courses/ standardized tests, and ensure achievement variations by subgroups are addressed.

All staff meet twice weekly. In these weekly meetings they evaluate student progress and develop activities/programs to support content proficiency, CAHSEE mastery, and graduation. To this end they discuss the advisory process; look at collective and individual student work; and participate in “critical friends” discussions around projects and curriculum. Adjustments are made as needed to improve the overall programming and student and teacher support systems, as well as to support each individual student’s learning curve. For example, multiple teachers have submitted projects in their classes to the “Critical Friends” protocol in which they receive both positive and negative comments from colleagues.

We are also using access for all students paid for by HTLA to Method Test Prep in every classroom. As warm-ups teachers can provide practice and offer guidance on how to answer SAT-style questions. Students also have access on their own and utilize the web-based program as much as they desire.

Through Kaplan High Tech LA offers a combination SAT/ACT test which we give to all students in 9<sup>th</sup> and 10<sup>th</sup> grade. In recent years, we have taken part in the SATs pilot test program. High Tech LA has raised several hundred dollars and provided students with more experience on the exams. This income is used to offset the Charter School’s subscription to Naviance, the comprehensive college and career application and research program.

Armed with evaluation data on students and programs, staff, led by our College Counselor and our School Counselor, advises some students to use our Internet-based SAT test preparation program, Method Test Prep to practice.

### Classroom Instruction and Student Learning

In addition to examining student and school performance, the evaluation will carefully assess classroom instruction and student learning at High Tech LA. To evaluate these aspects of charter implementation, High Tech LA staff has created a committee dedicated to Instructional Rounds. The committee is made up of teachers and administrators and is based on a practice adapted to education from the field of medicine—that embodies a specific set of ideas about how practitioners can work together to solve common problems and improve their practice. In the education context, it is designed to help schools, districts and state systems support high-quality teaching and learning for all students. Instructional Rounds strategically connects school, district and state efforts with improvements at the instructional core and builds collaborative networks of educators who learn from one another about improving teaching and learning.

Committee members attended Harvard University for training on implementing Instructional Rounds. The committee subsequently educated and trained fellow staff to initiate the program. The committee meets to develop essential questions and then conducts classroom visitations.

### Data Analysis and Reporting

Assessment Tools: Each course has clearly defined outcomes based on the content of the curriculum. Student achievement in developing conceptual thinking, problem-solving skills and content mastery is assessed using multiple measures, based on assessment that both improves learning and provides assurances of accountability. Students will demonstrate knowledge when measured against multiple measures, formative and summative, holistic and standardized, narrative and norm-referenced. Set against a benchmark, students will be evaluated through the following measures:

- State-mandated standardized tests
- Student progress reports - teacher assessment, portfolio/projects, state assessments
- NWEA

The following factors will be monitored as indicators for academic achievement:

Measurable Outcomes	Expected Outcomes	Assessment Tools
Student Conduct	<p>Average daily attendance rate of 95%.</p> <p>Decrease in tardies (yearly) 5%.</p> <p>Mediation referrals will decrease yearly by 5%.</p> <p>Suspensions will decrease each year by 5%.</p>	Records

The Common Core Content Standards for California Schools are subject-based teacher initiated requirements and research-based suggestions that will meld into the development of guidelines determining student accountability at each grade level in each subjects.

Curricular Focus	Measurable Outcomes	Assessment Tools	Frequency
English language & literature	Reading with comprehension, writing with clarity, speaking with meaning, understanding literary works. Understand historical context and the relationship between historical events, artistic developments in art, music, literature and the human condition. Research, reflect, relate, interpret, and conclude.	CAASPP	11 <sup>th</sup> grade
		ICA	Annually
History		SAT I, SAT II, ACT	Annually
		NWEA	Bi-annually



		Student progress by teacher assessment and peer review	Weekly
Spanish language & literature	Read, write with comprehension and clarity, speak with meaning and possess familiarity with literary work.	A.C.T., SAT II  Student Progress – Teacher assessment	Annually  Weekly
Mathematics	Conceptual understanding of Algebra, Geometry, Math Analysis and Calculus. Ability to use this knowledge where needed in science, technology projects and problems.	CAASPP  ICA  SAT I, SAT II, ACT  NWEA  Student progress by teacher assessment and peer review  Aleks	11 <sup>th</sup> grade  Annually  Annually  Bi-annually  Weekly  Weekly
Science	Ability to investigate, experiment, hypothesize, conclude and apply knowledge to other disciplines.	A.C.T., SAT II  CAST  Student Progress Report	Annually  10 <sup>th</sup> or 11 <sup>th</sup> Grade  Quarterly each semester
Technology	Proficient in use of technology, adaptation of technology and application of technology.	Student Progress Report	Quarterly each semester

The Arts	Willing to take creative risks, participate in the artistic process of reflecting and working independently. Understanding specific concepts to develop skills and creative self-motivated projects.	Peer review  Teacher assessment	Quarterly each semester  Weekly
Personal Development	Participation in school and workplace beyond the classroom. Understanding social needs, cultural differences, interdependence through school newspaper, student government, event participation, self-initiated projects.	Records  Advisory Checklists	Annually  Each semester
Internships	Meet the standards as set by the workplace in dress, demeanor, learning curve, participation, enthusiasm, reliability, honesty, integrity, and competency. High level of awareness of role An asset to the workplace.	Workplace evaluation	Quarterly during the semester of Internship in the Senior year

### Grading, Progress Reporting and Promotion/Retention

Each High Tech LA teacher determines his/her grading policy and puts it in the course description and on Moodle. Grades are based on graded assessments developed by teachers, presentations of learning, and participation in group processes. Students' final passing marks are

A = 90%+

B = 80 - 89%

C = 70 – 79%

Grades of D and F (69% and below) are not passing.

Parents are able to see their student's grades in real-time via our Student Information System (SIS), PowerSchool. Parents are formally notified, in writing, of their child's progress at four times per semester. This occurs roughly every five weeks.

Promotion and retention decisions not made at the semester course ends but yearly. High Tech LA follows the UC Regents policy for validating some courses (primarily math and language other than English) at the end of the academic year. Decisions are made by the school counselor and the school principal with input from the course instructors and, if applicable, the Director of Special Education. Following this team analysis, a meeting is held with the student and the parent to come to a final decision. On occasion, this meeting process takes more than one meeting. We start this process in the spring to allow families to make decisions about how the student will spend the summer. Finally, if necessary to process new information, we reconvene a meeting between the student, the parents/guardians and the school in the Fall. Generally, this follow-up happens in the week before school begins to allow time to reprogram the student should this be necessary. These decisions take into account the proven ability level of the student and the opportunity to take recovery courses. The two-fold goal is to provide the path to

graduation consistent with helping the student achieve a level of knowledge and skills to prepare him/her for college success. Our graduation requirements exceed the UC Regent A-G requirements.

## Element 4 – Governance

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>4</sup>

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and

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<sup>4</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

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

## **NOTIFICATION OF THE DISTRICT**

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

## **STUDENT RECORDS**

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

## **PARENT ENGAGEMENT**

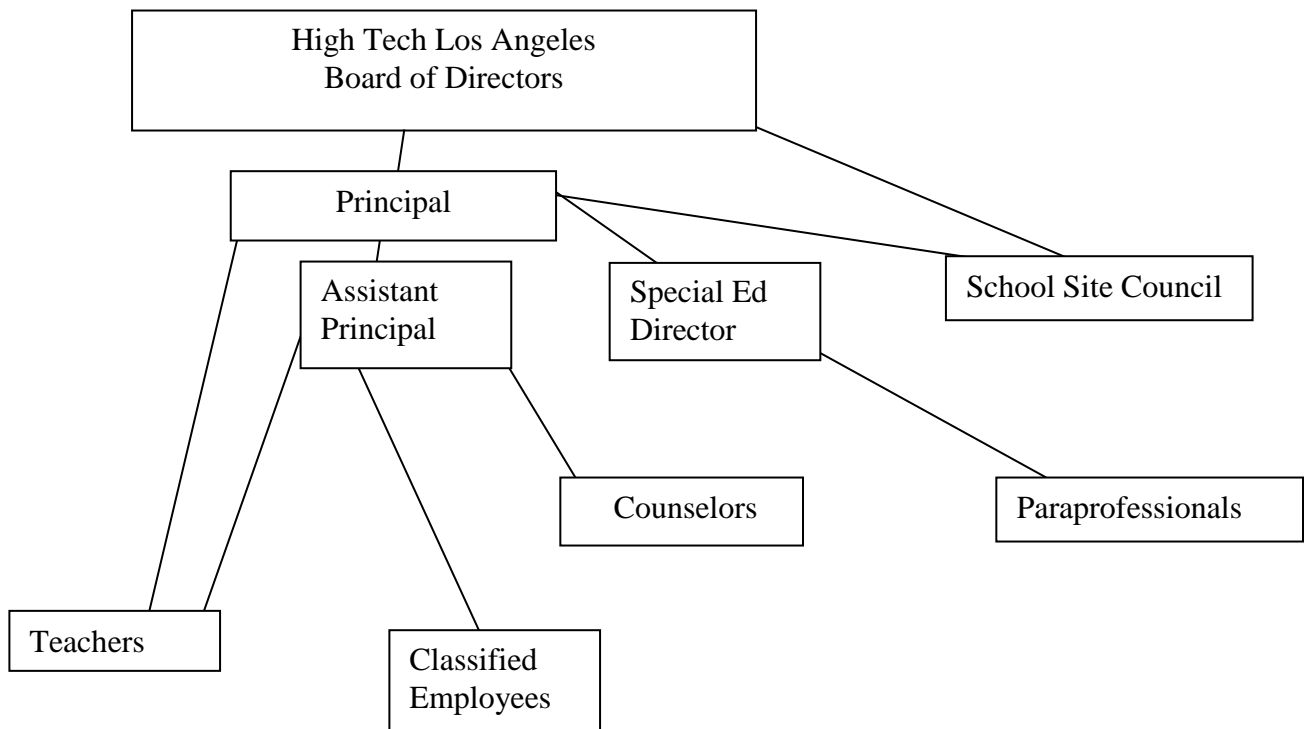
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment,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

## **FEDERAL PROGRAM COMPLIANCE**

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

## **Governance Structure**

### **Organizational Chart**



### Board of Directors

High Tech LA exists as a legally and operationally independent nonprofit entity. High Tech LA operates as a 501(c)(3) tax-exempt, California Nonprofit Public Benefit Corporation. High Tech LA operates in accordance with the Articles of Incorporation and Bylaws established by the High Tech LA governing board (attached but not incorporated to this petition). The Charter School operates autonomously from the District, with the exception of the supervisory oversight and special education services as required by statute.

The affairs of High Tech LA will be managed and its powers exercised under the ultimate jurisdiction of the Board. The Board of Directors will have a legal and fiduciary responsibility for High Tech LA. The Board will be responsible for providing fiscal accountability by approving and monitoring the budget. The Board will also develop policies and procedures regarding funding and fiscal management. The Board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary dismissing the administrative staff.

### *Major Roles and Responsibilities within the Governance Structure*

**Board President:** Subject to the control of the Board, the President shall be the Chief Executive Officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers, and shall have such other powers and performs such other duties as may be delegated by the Board.

**Board Secretary:** The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof, and shall affix the seal of the corporation to all papers and instruments requiring the same. The Secretary shall also keep, or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees. The Secretary shall also keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the Articles of Incorporation and Bylaws of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board. Any Assistant Secretary appointed by the Board to hold office at the pleasure of the Board may have the same powers as the Secretary.

**Board Treasurer:** The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the directors of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositaries as may be ordered by the



Board, shall render to the President or the directors, whenever requested, an account of all transactions and of the financial position of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

#### Governing Board Composition and Member Selection

The Board will have a maximum of 20 members and no less than five. Currently, members of the Board include:

- Elliot Ponchick, *Chair*
- Carla Christofferson, *Director*
- Kate Ides, *Director*
- Adam Berns, *Director*
- Ghalib Kassam, *Treasurer*
- Adam Siegler, *Secretary*
- Andrew D'Amico, *Director*
- Julie Zingerman, *Director*
- James Kelly, *Director*

All board members will serve three year terms and two board member positions will turn over at a time. The Board determines selection of future members will be by consent of the board (via election) after discussion to expressly fill positions that work within the needs of High Tech LA and its Board of Directors.

#### Governance Procedures and Operations

The Board will hold ultimate responsibility for the operation of the Charter School, its compliance with applicable laws and regulations, its financial soundness, and the execution of its mission. The Board will focus its work on:

- Upholding the mission and vision of the Charter School.
- Providing strategic vision and performing long-range planning.
- Hiring and evaluating the Principal.
- Establish the budget for the corporation and approve the budgets of the individual schools.
- Create external or sub-committees as needed, including but not limited to, a nominating committee and an audit committee.
- Ensure compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest. Approve and monitor the Charter School budget and the Charter School's fiscal practices, including solicitation and receipt of grants and donations.
- Provide notice and hold meetings in compliance with the Brown Act.
- Approve personnel policies, and all hiring and dismissal of school personnel.
- Approve and monitor management of school liabilities, insurance, health, safety and risk-related matters.

The Board shall adopt policies and procedures regarding self-dealing transactions and conflicts of interest. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the

purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the corporation any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board will receive proper training annually. Some of the topics for the training sessions are:

- Brown Act
- Conflict of Interest
- Delineation of Roles and Responsibilities for Board members and officers
- Strategic Planning and Thinking
- Legal and Financial Responsibilities
- Effective Board-Staff Relations
- Creating Effective Committees
- Effective Board Self-Assessment

The above list is a sample and is not meant to be exhaustive.

The High Tech LA Board will meet at least every other month. Meetings will take place at the Charter School. A quorum is established by four Board Members. Majority votes generally carry a vote. Members of the Board may participate in any meeting through the use of video or telephone conference equipment, provided that a quorum of the Board must be participating from within the State of California, and all provisions of teleconferencing must otherwise be in accordance with California Government Code Section 54953 regarding public access and notice of such telephone conference participation and all other matters relating thereto.

High Tech LA will post meeting notices next to the front gate of the Charter School and on the website in advance of all Board meetings, in accordance with the Brown Act. The Charter School will distribute agendas to parents of students and in the community. A scribe will record all meeting minutes and publish them for all stakeholders to view. High Tech LA will also post agendas, meeting times, and minutes on the [www.ht-la.org](http://www.ht-la.org) website.

The Board receives training yearly on key provisions of the Brown Act. In particular, care is taken to make sure the 72 hour posted notification of regular meetings occurs, agenda items are not misleading, closed session is limited to those items approved for confidential action by the Brown Act, and action is not taken on items not on the agenda except in cases of emergency or when two-thirds of the Board agrees to take immediate action on an item which they could not have been aware of before the 72 hour window for the posting of the agenda commenced.

### Stakeholder Involvement

Research shows that high student achievement and self-esteem are closely related to positive parental participation in education. We believe that we must create a welcoming and collaborative school environment. High Tech LA has provided many opportunities to actively engage parent/guardians in assisting with the learning and development of students at High Tech LA. We remain committed to ensuring all students succeed, and we

understand that the partnership between school and home is essential. High Tech LA encourages parental involvement and participation in the Charter School through the following methods:

- PowerSchool
- Moodle
- Monthly Parent Meetings
- Blackboard Connect Robocalls
- Exhibition Nights
- Robotics Parent Organization
- Fundraising Committee
- College Information Nights
- Financial Aid Nights
- School Site Council
- Parent seminar/workshops

All teachers use the High Tech LA website and a popular online forum called Moodle for posting grades and collecting homework and class notes, giving online tests, setting up student journals, and creating discussion boards. For parents, High Tech LA has increased the use of Moodle as a tool to provide students and parents with access to teachers' course requirements, homework assignments and future planning. Their increased use of technology supports the overall goals of High Tech LA.

Parents and students are invited to attend the following Parent Meetings annually through the college guidance office:

- September: 9<sup>th</sup>, 10<sup>th</sup>, 12<sup>th</sup> Grade College Night
- October: 11<sup>th</sup> Grade College Night
- December: Financial Aid Night (grades 9-11) and FAFSA Line by Line for seniors and their parents. Presentations made in Spanish and English.
- March: 12<sup>th</sup> Grade: Understanding Financial Aid Opportunities
- May: 12<sup>th</sup> Letting Go

High Tech LA has added Blackboard Connect, a mass communications system that allows the Charter School to send a weekly automated Robocall with a pre-recorded telephone message to parents. Using the Charter School's parent database, calls can be generated by grade level, by a single or multiple class(es), as well as schoolwide. School activities, important dates, special reminders and emergency information can be communicated quickly and efficiently with this automated system.

Some of the proudest moments of the year take place during the student hosted Exhibition Nights. The student body, parents, teachers, High Tech LA staff, High Tech LA Board Members and community members are all invited to attend. Often the audience is asked to interact with the students. We believe in the public presentation and defense of work. Parents and other guests might be asked judge performances or participate in an art auction. Two of the most popular exhibits are the eleventh grade Dinner Party, 10<sup>th</sup> grade Genocide Awareness art gallery and the 9<sup>th</sup> Grade Providence Artifact Night.

We have also reached out to parents to seek their involvement beyond the Charter School day in activities including robotics, fundraising and chaperones at school events and on college field trips. Some parents act as mentors to students and several parents volunteer time in the Main Office.

Finally, parents serve on the Charter School Site Council, which helps develop the Single School District Plan for High Tech LA. The SSC is made up of representatives of parents, teachers, and administrators. They formulate and approve the budget, comment on school policy, and raise other concerns for action by the school.

Faculty meetings are held twice a week. These are generally either meetings of the entire faculty or organized by grade level or academic department. In these meetings, the administration works with the faculty to develop the school's educational program. Additionally, the faculty meets for several days in the summer for a faculty retreat to prepare for the upcoming year.

Parents are regularly communicated with via email, Robocall or live meetings to discuss the school's educational program.

The school's LCAP is created in consultation with all stakeholders. Meetings with representatives of these various groups begin in January and continue through the spring and the completion of the LCAP.

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

All employees of the Charter School shall be employees of High Tech LA.

Employees’ job duties and work basis will be negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

#### **Principal**

The Board will select the administrator/principal on an application and interview basis. Selection of administrators will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform. The Principal supervises the campus teachers and non-instructional staff. The Principal shall act as the instructional leader at the Charter School and shall be responsible for helping the Charter School students achieve outcomes as outlined in the Educational Program. Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development

- A record of success in developing teachers
- Experience in performance assessment

This individual must meet all of the following minimum requirements:

- Valid California Administrative Credential, or equivalent
- Valid California Teaching Credential, or equivalent
- Possession of a Master's Degree or higher

High School Principal: The Principal of the Charter School oversees the strategic and operational plans of the Charter School. The Principal has overall day-to-day management responsibilities of the Charter School. The Principal will ensure the Charter School operates in fulfillment of the mission as spelled out in the charter(s) and in compliance with charter school law, Bylaws and applicable education law. The Principal will work with the Board and its committees to ensure the Charter School makes sound strategic decisions. The Principal will ensure the Charter School maintains a focus on student achievement. The Principal will serve as a spokesperson for the Board to further the Charter School(s) prominence within both the local, state and national education and charter school communities.

The responsibilities of the Principal may include, but are not limited to, the following:

- Stay in direct contact with District regarding changes, progress, etc.
- Develop Board meeting agenda in conjunction with the Board Chairperson in compliance with the Brown Act.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Approve all purchase orders, pay warrants, and requisitions and, upon approval, forward on for processing.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Provide all necessary financial reports as required for proper ADA reporting.
- Make budget line item revisions when necessary and report changes regularly to the Board.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Present a monthly financial report to the Board.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters when necessary in accordance with Board policies and procedures.
- Coordinate the administration of Standardized Testing.
- Oversee and coordinate student orientation.
- Attend all Board meetings and attend District Board meetings as necessary, as the charter representative.
- Establish procedures designed to carry out Charter Board policies

- Provide timely performance evaluations of all High Tech LA employees.
- Oversee development and implementation of curriculum in alignment with State of California Standards.
- Develop the High Tech LA annual performance target goals.
- Provide comments and recommendations regarding policies presented by others to the High Tech LA Board.
- Facilitate open house events.
- Oversee all parent/student/teacher relations.
- Implement Site Safety Procedures in compliance with all applicable laws.
- Create and appoint committees to assist in the execution of certain planning and administrative functions
- Supervise all employees and volunteers at the Charter School.

### Teachers

High Tech LA's teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (English language arts, mathematics, science, history, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. High Tech LA will adhere to applicable requirements outlined by The Every Student Succeeds Act with respect to teachers and paraprofessional employees. Appropriate records of credentials held by High Tech LA teachers and supporting documentation will be monitored and maintained by the Charter School administration. Credentials will be monitored annually in compliance with applicable state and federal law. The Charter School will maintain current copies of all teacher credentials and they will be readily available for inspection.

The Principal and a select group of volunteer teachers will select the teachers on an application and interview basis. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced/emergency credentialed teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references.

Responsibilities for the teachers will include:

- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content.
- Assessing student progress and maintaining accurate records.
- Participating regularly in professional development opportunities.
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders.
- Maintaining regular, punctual attendance.

A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

## Other Certificated Staff / Administrators Qualifications

- Assistant Principal
  - Qualifications
    - Minimum of five years of teaching experience
    - Valid California teaching credential
    - Bachelor's degree
  - Duties
    - Support Principal
    - Lead recruitment efforts
    - Support student disciplinary activities
    - Student Services Committee member
    - Lead faculty meetings
    - Conduct professional development as requested by Principal
    - Member of School Crisis Team
    - Other duties as assigned
- Special Education Director
  - Qualifications
    - Minimum of five years of special education teaching experience
    - Valid California teaching credential in special education
    - Bachelor's degree
  - Duties
    - Oversee all Special Education Teachers
    - Oversee all Special Education Paraprofessionals
    - With Principal, head SELPA interactions and responsibilities
    - Monitor and support all Special Education students
    - Oversee all Welligent and other Special Education reporting
    - Oversee all IEP meetings, communication and reporting
    - Oversee all California State Testing
- Counselor Qualifications
  - Qualifications
    - Possession of a Pupil Personnel Services Credential- School Counseling
    - Bachelor's degree
  - Duties
    - Monitor student graduation progress
    - Communicate with students and parents about student graduation progress
    - With College Advisor, lead College/Career Department
    - Calculate and communicate eligibility and honors lists
    - Student discipline
    - Monitor EL progress and perform testing
    - Monitor confidential student SEL reporting system



- Member of School Crisis Team
- College Advisor
  - Qualifications
    - College Advising Certificate
    - Bachelor's degree
  - Duties
    - Support all students in their college planning
    - Monitor student grades and SAT/ACT/PSAT scores and give students feedback on the ramifications of those
    - Organize and lead group college trips
    - With counselor, lead College/Career Department
    - Communicate with parents on all aspects of college application and admission
- Psychologist
  - Qualifications
    - Possession of a Pupil Personnel Services Credential- School Psychology
    - Master's degree
  - Duties
    - Conduct all assessments to determine student eligibility to IEP services.
    - Conduct all IEP required support and DIS counseling
    - Provide
    - Head of Crisis Team

#### Non-Certificated Personnel

Non-certificated Personnel will be selected by the Principal and a group of volunteer teachers on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. High School graduation is required. Office personnel duties will include, but not be limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

## ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)*

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use.

Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

## **Custodian of Records**

The Principal is designated as the Custodian of Records.

## **Nutrition Education and Physical Activity Goals**

The Board of Directors will adopt goals for nutrition education, physical activity, and other school-based activities that will promote student wellness in a manner that the Charter School deems appropriate.

Nutrition education will be integrated into the Advisory program and core academic classes and will be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through "X Block," extracurricular programs, before and after -school programs.

The Board of Directors discourages the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, school supplies, advertisements in school publications, or other means.

High Tech LA encourages consistent health messages between the Charter School and home, the Principal or designee may disseminate health information to parents/guardians through school newsletters, the Charter School website, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

### Food Service/Child Nutrition Program

The High Tech LA Board of Directors recognizes that students need adequate, nourishing food in order to grow, learn, and maintain good health. The Board desires to provide students with adequate space and time to eat meals. To reinforce the High Tech LA's nutrition program, food available on the premises will:

1. Be carefully selected so as to contribute to the student's nutritional well-being and the prevention of disease.
2. Meet or exceed the nutritional standards specified in law and administrative regulation.
3. Be prepared in ways that will appeal to students, retain nutritive quality and foster lifelong healthy eating habits.
4. Be served in age-appropriate quantities.
5. Be sold at reasonable prices

The Principal or designee shall develop strategies designed to encourage the participation of students and parents/guardians in the selection of foods of good nutritional quality for school menus.

Foods and beverages provided through federally funded reimbursable school meal programs shall meet or exceed federal guidelines and regulations issued pursuant to 42 USC 1758(f)(1) and 1779(a) and (b), as they apply to schools.

The Board of Directors desires to provide students with adequate time and space to eat meals. To the extent possible, the Charter School schedule shall be designed to encourage participation in school meal programs.

School staff will encourage and educate parents/guardians or other volunteers to support the Charter School's nutrition education program by considering nutritional quality when selecting any snacks that they may donate for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one food or beverage per party.

All High Tech LA students, including students with disabilities as defined by their Individual Educational Plan, will have the opportunity, support and encouragement to be physically active on a regular basis through "X Block" and clubs that incorporate physical activity. Students will receive a minimum of 400 minutes of physical activity every 10 days through "X Block".

## Element 7 – Means to Achieve Racial and Ethnic Balance

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

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

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

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

High Tech LA will make every effort to recruit students of various racial and ethnic groups as well as girls, who traditionally have not been drawn to the technology field, so as to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. Recruitment efforts will include, but is not necessarily limited to:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process.
- The development of promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English, including Spanish, to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings in several locations of the San Fernando Valley to reach prospective students and parents.

- Hosting open houses, orientations, and school tours of the on a regularly scheduled basis.
- Publicizing the instructional program.

High Tech LA will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School. High Tech LA will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

#### HTLA Recruitment Plan

In order to recruit new students and in an effort to move closer to a 50-50 balance of male to female students and to achieve a 60-40 ratio of Predominantly Hispanic Black Asian Other (PHBAO) to Other White (OW), HTLA will continue to seek out middle schools at which to recruit new students.

HTLA's recruitment general approach is to attend as many "high school nights" in the fall and winter as possible. Our most common events are in the San Fernando Valley, but we have attended events across Los Angeles. We also host several information nights at the school in the same seasons. Further, we offer school tours every Tuesday morning and afternoon.

The examples below will be continued into the foreseeable future.

10/4/17	Walter Reed HS Night
10/5/17	MLC HS Night
10/11/17	The City School
10/18/17	HTLA Information Night
10/18/17	Chime Charter HS Night
10/25/17	Millikan HS Night
11/14/17	HTLA Information Night
1/23/18	HTLA Information Night

Our specific materials include our website, our School Profile, a school brochure and several different, but similar, PowerPoint presentations to be used at the different recruiting meetings. These presentations emphasize the accomplishments of our students and our school as well as basic structures and procedures. Particularly, we highlight our inclusive nature, our small community and our college-prep focus.

The application of the above recruitment has moved us extremely close to achieving the 60:40 ratio. Our trend over the past five years has been to make the ratio of the Charter School move towards the 60:40 ratio. We plan to continue our recruitment procedures and policies.

Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	Multiple
2016-2017	399	0.8%	0.8%	4.5%	2.3%	35.3%	0.8%	40.6%	2.8%

### Admission and Recruitment

High Tech LA will make every effort to encourage and recruit students of various racial and ethnic backgrounds. High Tech LA will maintain an outreach program to inform students about the program opportunities at High Tech LA.

High Tech LA's outreach plan includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic, economic, and academic balance among students that is reflective of the general population residing in the San Fernando Valley and the surrounding communities:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups.
- Presentations and booths in multiple locations throughout the District to generate interest throughout the District.
- Advertised open houses.
- Tours at the Charter School, held every Tuesday at 9:00 AM and 2:00 PM.
- Purposefully recruit and reach out to students from surrounding schools, which are largely made up of low-achieving and socioeconomically disadvantaged students. High Tech LA will concentrate its recruiting efforts on the Charter Schools around Birmingham High School to attract greater numbers of minority and socioeconomically disadvantaged students.

High Tech LA's outreach plan includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic, economic, and academic balance among students that is reflective of the general population residing in the San Fernando Valley and the surrounding communities:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups.
- Presentations and booths in multiple locations throughout the District to generate interest throughout the District.
- Advertised open houses.
- Tours at the Charter School, held every Tuesday at 9:00 AM and 2:00 PM.
- Purposefully recruit and reach out to students from surrounding middle schools, which are largely made up of low-achieving and socioeconomically disadvantaged students. High Tech LA will recruit at any middle schools that will allow us to



come describe our program to attract greater numbers of minority and socioeconomically disadvantaged students.

## **ELEMENT 8 – ADMISSION REQUIREMENTS**

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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

## **Admission Requirements**

High Tech LA will be open to all students residing in California that wish to attend the Charter School, as outlined in Education Code 47605 (d)(2)(A). A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

## **Student Recruitment**

High Tech LA will make every effort to encourage and recruit students with a history of low academic performance, socio-economically disadvantaged students and/or students with disabilities. High Tech LA will maintain an outreach program to inform students about the program opportunities at High Tech LA.

High Tech LA will include specific information in the outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the Charter School is open to enroll and provide services for all students which shall include a District standard contact number to assess additional information regarding enrollment.

## **Lottery Preferences and Procedures**

If a lottery is to be held preference will be given to students currently attending the Charter School, their siblings, and to the children of current employees of High Tech LA. After all the applicants given preference are admitted, all other applicants who are also District residents will be drawn. Finally, all non-District resident applicants will be then drawn in a separate lottery.

To restate, our Lottery Preferences in order are:

1. Siblings of current students who live within the LAUSD boundaries
2. Children of current employees of High Tech LA (not to exceed a combined total with number 5 of 10% of the total enrollment)
3. Students who reside within the LAUSD boundaries
4. Siblings of current students who live outside the LAUSD boundaries
5. Children of current employees of High Tech LA (not to exceed a combined total with number 2 of 10% of total enrollment) who live outside the LAUSD boundaries
6. Students who reside outside LAUSD boundaries.

Public Random Drawing:

Should the number of pupils who wish to attend High Tech LA exceed the enrollment limit, a public random lottery will take place to determine the Charter School enrollment in accordance to Education Code section 47605(d)(2)(B). As grades 10-12 are generally always be at or near capacity from the previous year, it is extremely uncommon for space to be available. In addition, should a student be accepted in grades 10, 11, or 12, a graduation progress and planning meeting will occur so as to verify with parent and student that our program meets their needs and that a realistic path to graduation exists inside the structure and policies of High Tech LA. HTLA accepts applications to the

school from September through, roughly, the third week in February. This is our Open Enrollment period.

The Charter School will designate a deadline and all interested students will be entered in the public random drawing. Public notice will be posted on the school website and on recruitment flyers regarding the date and time of the public drawing once the deadline date has passed. The Charter School will post and inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The Charter School will choose a date and time for the lottery (preferably on the weekend or after school hours on a weekday) so that most interested parties will be able to attend. The Lottery will be held within ten business days of the closing of the Open Enrollment period. The lottery will be held at the Charter School site if the Charter School facility can accommodate all interested parties. A waiting list will be developed from the list of students that do not receive admission and will be offered admission should a vacancy occur during the year. Students on the waiting list will be notified by mail immediately if space becomes available and they will have two weeks to return the enrollment forms. If the enrollment forms are not returned within two weeks, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. High Tech LA will maintain auditable records of the above activities.

#### Lottery Timeline

The Charter School will determine its open enrollment and lottery dates every year before school starts. In accordance with the previous years, the dates will continue to be:

- Advertisements about the High Tech LA informational meetings will be placed in local English and Spanish language newspapers in the late summer.
- Informational meetings for interested families held in October, November and January.
- Applications available on the Charter School website and at the Charter School beginning in October 1 and will be accepted until approximately five days before the scheduled date for the lottery.
- Lottery will be held in the last week of February at High Tech LA in the evening.
- Letters to students admitted from the lottery are sent within two weeks of the lottery.
- Students who are selected for the lottery have roughly two weeks to accept admission. This is the start of “enrollment.”
- Following their acceptance of admission, several additional documents will be sent or requested.

High Tech LA’s lottery is public and open.

Our enrollment process is as follows:

- Student submits application.
- Lottery held.
- Students selected in lottery informed.
- Students accept our invitation to enroll.

- School sends more detailed enrollment documents.
- School holds several enrollment events including diagnostic testing.
- School begins.

The acceptance process is comprised of the following:

- Completion of a student acceptance form
- Proof of Immunizations
- Home Language Survey

Upon enrollment, the following is required:

- Parent signature of Parent/Student Handbook agreement form
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Parent attendance at a school orientation meeting

Upon enrollment, the following is requested as soon as possible before classes begin:

- Any IEP or 504 documentation
- Completion of all fields in our enrollment documentation.
- Income/lunch application to check qualifications for free or reduced lunch

The above are all generally completed on-line. However, should this not be possible for any reason, High Tech LA will make time available at the Charter School for the parent to complete the documents with help as necessary.

The Waitlist is publicly posted on the school's website. All applicants are given an application number when their application is received. This is their identifying number. When we post, and subsequently revise, the Waitlist, we list only those application numbers.

Should some students who are selected in the lottery decline admission, we contact the next students on the waitlist. This is repeated until we are at enrollment capacity.

## Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

### **Annual Audit Procedures**

Each fiscal year an independent auditor will conduct an audit of the financial affairs of High Tech LA to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and review the Charter School's internal controls.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

High Tech LA will engage an independent public accountant with education finance experience certified by the State of California and on the State Controller’s list of approved

auditors as verified by the Executive Assistant via the State Controller's website, <http://cpads.sco.ca.gov/>, to audit the Charter School's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. The High Tech LA Board of Directors will be responsible for contracting and overseeing the independent audit. The Charter School's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Our Executive Assistant with the aid of our back office provider will help collect these various materials listed above. Fiscal statements audited by the Certified Public Accountant will be submitted to District within four months following the close of the fiscal year. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD. High Tech LA agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report.

High Tech LA Principal will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, Los Angeles County Board of Education, and California Department of Education by December 15 of each year.

Pursuant to AB 1137, High Tech LA will provide any necessary financial statements to LAUSD, the Los Angeles County Office of Education (LACOE), and California Department of Education.

## **ELEMENT 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

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

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



student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

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

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

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

## **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

## **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

## **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

### **School Climate and Student Discipline System**

The purpose of disciplinary action at High Tech LA is to ensure that both individual students and the High Tech LA community stay focused on growth and learning. Prompt resolution of problems or issues is expected.

When appropriate, the High Tech LA faculty and staff will employ positive behavior supports for students. These supports include, but are not limited to, our Advisory program, various staff-led student groups, mediated meetings between students, behavior contracts and rewards such as Monkey Money or Top Banana awards and casual Fridays.

High Tech LA will provide professional development to all staff on this and related topics. Outside groups such as Community Matters, Safe and Civil Schools and, possibly, the Institute of Social and Emotional Learning, will be employed to educate staff and faculty.

### **Disciplinary Policies**

Disciplinary action may follow whenever a student violates any of the regulations, requirements or expectations of students set out in the Student Handbook. High Tech LA will set initial discipline at a low level, when possible, consistent with the desired outcome of focusing all students on growth and learning. Subsequent grounds for disciplinary action may lead to progressively more severe consequences per our policies and procedures. Discipline may include a warning to the student, parent notification, and/or a written commitment by the student to improve his/her behavior and/or performance. Finally, depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

- Academic consequences
- Inclusion in the Social Skill Intervention group
- Team Meetings
- Other staff-led mediations
- Meetings with Counselor
- Meetings with school psychologist
- Parent Conferences
- Behavior contract
- Detention
- In-School Suspension
- Out of School Suspension
- Expulsion

### **Academic consequences**

Infractions that are primarily academic in nature, such as cheating on an assignment, may result in a student receiving a lower grade on the assignment or in the class.

### **Detention Policy**

Detention may be assigned by any staff member for violation of school rules (dress code violation, tardiness, etc.) Detention is generally held once a month on a Saturday from 7:00 - 8:00 am. Students are to come in school uniform with school work/assignments to work on during detention. Parents will be notified of a student's detention and date thereof via a note home sent with the student and a phone call.

### **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring anytime including but not limited to any of the following: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the Charter School campus; d) during, going to, or coming from a school-sponsored activity.

### **In-School Suspension**

As above, appropriate attempts will be made to keep students in the classroom. However, should suspension be appropriate, suspension is an alternative disciplinary action to the actions listed above. Suspension shall not exceed five (5) days for any occurrence. Students shall not be suspended for more than twenty (20) days in any academic year without seeking expulsion. Students with disabilities shall not be suspended for more than ten (10) school days in any school year. This includes both In-School and Out of School suspension.

In-School suspension will be determined as a consequence by the principal should the situation warrant suspension in-school.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at High Tech LA. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as High Tech LA's policy and procedures for student suspension and expulsion. If necessary, the charter will be amended.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Student Handbook will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the Charter School year. It also available on our school website.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

High Tech LA's administration, the principal, the assistant principal, the director of special education or the school counselor shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the Policy and Administrative Procedures are available on request at the Principal's office. This also posted on the school website.

Students who are suspended by the Principal, or his designee (either the Assistant Principal, Director of Special Education, or the Guidance Counselor) should he be off-campus and/or otherwise unavailable, will be presented with a plan to access their education materials during suspension. Generally, it will include access to their textbooks, their tablet computer and other classroom material already digitally available.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

### **Grounds for Suspension and Expulsion**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring anytime including but not limited to any of the following: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the Charter School campus; d) during, going to, or coming from a school-sponsored activity.

#### *Suspension*

Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing of another.

17. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
18. Made terrorist threats against school officials and/or school property.
19. Committed sexual harassment.
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### *Expulsion*

#### **Mandatory Expulsion**

A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

*Education Code (EC) 48915(c)*

1. Firearm
  - a. Possessing firearm when a Charter School employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.
  - b. Selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of *EC* 48900 or committing sexual battery as defined in subdivision (n) of 48900.
5. Possession of an explosive.

Expulsion Expected

Act must be committed at school or school activity.

*EC* Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.

1. Causing serious physical injury to another person, except in self-defense. *EC* Section 48915 (a)(1).
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. *EC* Section 48915 (a)(2).
3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion. *EC* Section 48915 (a)(4).
5. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

Expulsion Possible

Acts committed at school or school activity or on the way to and from school or school activity.

- a. Inflicted physical injury†
- b. Possessed dangerous objects
- c. Possessed drugs or alcohol (policy determines which offense)
- d. Sold look alike substance representing drugs or alcohol
- e. Committed robbery/extortion
- f. Caused damage to property‡
- g. Committed theft
- h. Used tobacco (policy determines which offense)
- i. Committed obscenity/profanity/vulgarity
- j. Possessed or sold drug paraphernalia
- k. Received stolen property
- l. Possessed imitation firearm
- m. Committed sexual harassment
- n. Harassed, threatened or intimidated a student witness
- o. Sold prescription drug Soma
- p. Committed hazing
- q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

The recommendation for expulsion shall be based on one or both of the following:

- 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in *Penal Code* 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

### **Out-of-School Suspension Procedure**

As above, appropriate attempts will be made to keep students in the classroom. However, should suspension be appropriate, suspension is an alternative disciplinary action. Suspension shall not exceed five (5) days for any occurrence. Students shall not be suspended for more than twenty (20) days in any academic year without seeking expulsion. Students with disabilities shall not be suspended for more than ten (10) school days in any school year.



Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed by the principal or the principal's designee of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee (Assistant Principal or School Counselor) shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Students shall not be suspended for more than twenty (20) days in any academic year. Students with disabilities shall not be suspended for more than ten (10) school days in any school year. This includes both In-School and Out of School suspension.

Upon a recommendation of Placement/Expulsion by the, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the

pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### **Authority to Expel**

A student may be expelled either by the High Tech LA Governing Board following a hearing before it or by the High Tech LA Governing Board upon the recommendation of an Administrative Panel to be assigned by the High Tech LA Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the High Tech LA's Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the High Tech LA Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of High Tech LA's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- Reasonable accommodations to be made to assist the student or student's parents/guardians during the expulsion process;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- Language support will be provided to parents and student as necessary

## **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences**

High Tech LA may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the High Tech LA Governing Board, Administrative Panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- High Tech LA must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the person or Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, High Tech LA must present evidence that the witness' presence is both desired by the witness and will be helpful to High Tech LA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the High Tech LA Governing Board, Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written decision to expel to the High Tech LA Governing Board. The expelled student can then appeal that decision to the High Tech LA Governing Board who will make a final determination regarding the expulsion. The final decision by the High Tech LA Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the High Tech LA Governing Board is final.

If the expulsion hearing by the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

The Principal or designee following a decision of the High Tech LA Governing Board to expel shall send written notice of the decision to expel, including the High Tech LA Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the High Tech LA.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student
- Appeal process
- term of expulsion
- rehabilitation plan
- reinstatement notice with eligibility date instructions for providing proof of student's compliance for reinstatement, and
- options for enrollment

### **Disciplinary Records**

High Tech LA shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible. A copy of the record of the expulsion hearings will be made available to the parent upon their request.

**Right to Appeal**

The pupil shall have the right to appeal to the High Tech LA Governing Board the Administrative Panel's recommendation for expulsion from High Tech LA. The High Tech LA Governing Board's decision to expel shall be final. No members of the Governing Board are on the Administrative Panel so they Board will be impartial in its deliberations. Parents/students will have ten business days to provide comments to the Board. Reasonable accommodations and language support will be provided.

**Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School will facilitate this process.

Generally, but not exclusively, expulsion will be for one calendar year during which time the student will have to complete the rehabilitation plan defined at the time of their expulsion.

Upon imminent completion of their rehabilitation plan, the student will contact HTLA to arrange for a presentation in front of the HTLA Board. The Board will rule on student reenrollment to HTLA.

## **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

### **Retirement**

#### **I) STRS**

All full-time certificated employees who are eligible will participate in the State Teachers’ Retirement System (STRS). Employees will contribute the required percentage, and High Tech LA will contribute the employer’s portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. High Tech LA will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. High Tech LA accepts and understands obligations to comply with Sections 47611 (STRS) of the Education Code. The school must continue such participation for the duration of the charter school’s existence under the same CDS code.

#### **II) PERS**

All High Tech LA classified employees who are eligible will participate in the Public Employees Retirement System (PERS). Employees will contribute the required percentage as designated by PERS, and High Tech LA will contribute the employer’s portion as required by PERS. All withholdings from employees and the charter school will be forwarded to the PERS Fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members. The school must continue such participation for the duration of the charter school’s existence under the same CDS code.

### III) PARS and Others

High Tech LA will participate in the Public Agency Retirement System for non-PERS/STRS eligible part-time employees.

Social Security payments will be contributed for all qualifying non-STRS members. All full-time eligible employees will be covered by the Federal Social Security program. The Principal will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made. The High Tech LA Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.



## Element 12 – Public School Attendance Alternatives

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

High Tech LA is a school of choice that is open to anyone in the State of California. Those students who choose not to attend High Tech LA (but who live within the LAUSD attendance area) will have the right to attend any other school in the attendance area served by LAUSD in keeping with existing enrollment policies of the district. Alternatives to High Tech LA for these students living within the LAUSD attendance area will be the same as those offered to all other students currently residing in the district. The parent or guardian of each student enrolled in the charter school shall be informed that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency. The governing board of a school district shall not require any pupil enrolled in the Charter School district to attend a charter school.

The admission requirements include: High Tech LA will accept any student entering the ninth grade if there is an opening at the Charter School. According to the California Education code, participation in a public random drawing is required if the amount of pupils that wish to attend High Tech LA exceed the enrollment limit. High Tech LA will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age.

Pupils who choose not to attend High Tech LA may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the district.

## Element 13 – Rights of District Employees

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”*  
(Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## **ELEMENT 14 – MANDATORY DISPUTE RESOLUTION**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
HTLA  
17111 Victory Blvd.  
Van Nuys, CA 91406

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

## **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
HTLA  
17111 Victory Blvd.  
Van Nuys, CA 91406

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen

(15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## Element 15 – Charter School Closure Procedures

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective



procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

#### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Should High Tech LA close, the principal, the Executive Assistant and the Director of Special Education will serve as the Charter School's closure agents, unless other individuals are selected by the Board.

## Additional Provisions

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or

prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and



- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or

changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any

insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims*

*or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

## ADDENDUM

### Assurances, Affirmations, and Declarations

High Tech LA (also referred to herein as “HTLA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “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); Ed. Code § 220.)
- Except as provided in Education 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 Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7



(commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

## **Element 1 – The Educational Program**

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

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

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

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

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

in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

### **ACADEMIC CALENDAR AND SCHEDULES**

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

### **MATHEMATICS PLACEMENT**

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

### **TRANSITIONAL KINDERGARTEN**

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

### **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

### **WASC ACCREDITATION**

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

### **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

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

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used

for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

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

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

## **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>5</sup>

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

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

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

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

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<sup>5</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

## **RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by



the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

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

### **PARENT ENGAGEMENT**

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

## **FEDERAL PROGRAM COMPLIANCE**

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

### **Element 5 – Employee Qualifications**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

## **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

## **Element 6 – Health and Safety Procedures**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)*

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”* (Ed. Code § 47605(b)(5)(G).)

## **COURT-ORDERED INTEGRATION**

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

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

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

## **Element 8 – Admission Requirements**

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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

## **Element 9 – Annual Financial Audits**

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

## **Element 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form



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

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

## **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

## **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

## **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

## **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

## **Element 12 – Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

## **Element 13 – Rights of District Employees**

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## **Element 14 – Mandatory Dispute Resolution**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party

shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
HTLA  
17111 Victory Blvd.  
Van Nuys, CA 91406

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by

facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District

333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
HTLA  
17111 Victory Blvd.  
Van Nuys, CA 91406

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **Element 15 – Charter School Closure Procedures**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective



procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

#### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992

and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter



School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to

name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified*

*School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

#### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

#### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

#### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

#### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

#### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)