



HIGHTECH LA MIDDLE SCHOOL

**CHARTER FOR A FIVE-YEAR TERM
(JULY 1, 2018 – JUNE 30, 2023)**

LOS ANGELES UNIFIED SCHOOL DISTRICT

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ASSURANCES, AFFIRMATIONS AND DECLARATIONS

HighTech LA Middle School (also referred to herein as “HTLA MS,” 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).)
- 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 by or as 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 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).)

A. GENERAL INFORMATION

1. GENERAL INFORMATION TABLE

GENERAL INFORMATION	
The contact person for Charter School is:	Marsha W. Rybin, HTLA Principal
The contact address for Charter School is:	1711 Victory Blvd. Lake Balboa, CA 91406
The contact phone number for Charter School is:	818.609.2640
The proposed address or target community of Charter School is:	6901 Lennox Ave, Van Nuys, CA 91405
This location is in LAUSD Board District:	3
This location is in LAUSD Educational Service Center:	Northeast
The grade configuration of Charter School is:	Grades 6-8
The number of students in the first year will be:	250
The grade level(s) of the students in the first year will be:	Grades 6 and 7
The scheduled opening date of Charter School is:	August 15, 2018
The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	450
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:	8:45 a.m. – 2:50 p.m.
The term of this charter shall be from:	July 1, 2018 – June 30, 2023

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 (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 annual update.” (Ed. Code § 47606.5(e).)

B. COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

HighTech LA Middle School (HTLA MS) will serve middle grades (6-8) as an expansion of the successful HighTech LA (HTLA) model for grades 9-12, where students are prepared to enter a college of their choice and become “knowledge leaders” in the 21st century digital world. Both HTLA MS and HTLA (collectively, HTLA Schools) are 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. At the time it opens, HTLA MS will be the only such middle school in the Van Nuys/Panorama City area we plan to serve that will replicate this rigorous, tech-infused, project-based program in grades 6-8. Like the high school, HTLA MS will be a small 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. Our 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.

Operational History

Beginning in 2000, HTLA’s founding team collaborated with families in Van Nuys, educators, community representatives and industry visionaries and managers to create a school that would provide youth with skills and the environment to increase their chances to articulate into higher education and the workplace successfully. In September, 2002, HTLA opened as an Academy, or Small Learning Community, within Birmingham High School, with 45 ninth grade students. Two Birmingham teachers, Karyn Koven and Mat McClenahan, were recruited by Birmingham’s then-Assistant Principal, Marsha Rybin. Two years later, in March 2003, HTLA’s charter was approved by LAUSD and the school began operating as an affiliated start-up charter in fall of 2004. With its charter renewal in 2008, HTLA became an independent charter school, supported by 100% of the permanent status teachers at the school.

Since 2004, the high school has been located on the campus of Birmingham Community Charter High School (Birmingham converted to charter status in 2009) in a self-contained, state of the art facility developed in 2003-04. Our founder, Roberta Weintraub, secured more than \$10.5 million in funding through bonds, grants and other donations, as well as \$4.8 million in support from LAUSD to complete

the facility. In summer 2010 the school added two modular classrooms to provide much-needed science laboratory and teaching space and increase enrollment capacity to 380 students.

Today, HTLA is a comprehensive independent charter high school serving 385 students in 9-12th grades. HTLA's facility includes approximately 30,776 square feet in an environmentally-friendly building designed to educate and inspire students, teachers and community members. The space is specifically designed to support our project-based approach to learning and reflect the philosophy of the school: each classroom, project room and office has windows to both the exterior and interior of the building to help make the work of the school open and visible.

The HighTech LA Schools Mission Has Already Proven to Be a Success

In 13 years of operation, our high school has achieved the following outstanding accomplishments:

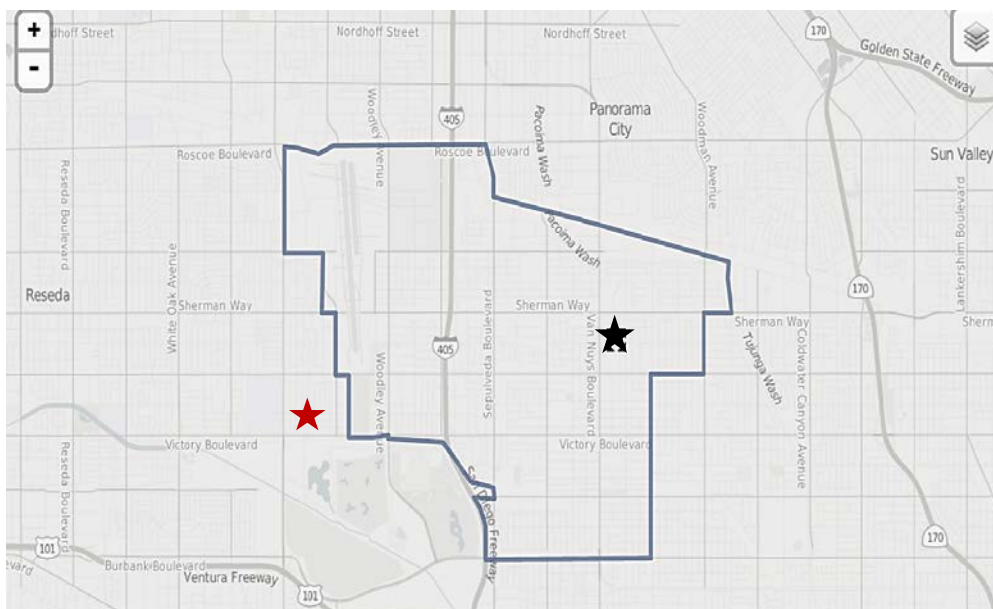
- Named a 2017 Gold Ribbon School by the California Department of Education
- Scored above 800 on API all years (2005-2013); 3-year weighted API in 2013 was 852
- Met all AYP criteria for the past nine years (2005-13)
- Statewide and Similar Schools API ranking of 9 or 10
- On the 2016 CAASPPs, 80% of our 11th graders Met/Exceeded state standards in ELA and 58% Met/Exceeded standards in Math, significantly higher than LAUSD averages for 11th grades (54% and 25% respectively)
- 95% or better passing rate on the CAHSEE all years (2005-2015)
- Became a California Distinguished School in 2007
- Granted two 6-year WASC accreditation terms
- Received a Title I Academic Achievement Award in 2007
- Identified by *U.S. News and World Report* List as a "Best High School" for five years (2008, 2010, 2013, 2015, 2016)
- Identified by *The Washington Post* as one of "America's Most Challenging High Schools" (2015)
- Identified by *Newsweek* as a "Best High School" (2015)
- Each graduating class (2006-2016) has had a 100% 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
- Has exceeded 95% attendance rate in all years of operation (2005-present)
- Named Number One Charter High School in California by the USC School Performance Dashboard in 2013.

HTLA MS will build off of these impressive achievements and help to better prepare students in our community for our rigorous high school program and admission to the college/university of their choice.

2. TARGET STUDENT POPULATION

Our plan is to locate the middle school in a private facility at 6901 Lennox Ave, Van Nuys, CA 91405, on the parking lot at the Mid-Valley Family YMCA, located in the Van Nuys neighborhood, near the border with Panorama City. HTLA and the YMCA have negotiated a lease agreement for the parcel and have begun working with a development company. Approval of this charter petition will facilitate finalizing the lease and launching development of the new facility.¹

¹ We intentionally are submitting this charter a full 18 months prior to expected opening for two key reasons: (1) we intend to sign a long-term facilities lease with the Mid-Valley Family YMCA in Van Nuys to develop a middle



Source: <http://maps.latimes.com/neighborhoods/neighborhood/van-nuys>
HTLA ★ Proposed HTLA MS ★

Having served this community through HTLA for more than 13 years, we understand the challenges youth in the area face. According to the *L.A. Times'* Community Mapping data, during a six month period ending January 15, 2017, Van Nuys ranked 65 out of 209 communities tracked for the most violent crimes, with 3 homicides, 15 rapes and 162 aggravated assaults and 117 robberies during that six-month period, and 70/209 with 1,427 reported property crimes (burglary, theft, etc.).

(<http://maps.latimes.com/neighborhoods/neighborhood/van-nuys>.) The adjacent Panorama City community was noted as a “high crime alert” for the week ending February 13, 2017, with 11 violent crimes and 30 property crimes in just seven days; for the most recent six month period, Panorama City ranked 57/209 for violent crimes and 85/209 for property crimes. (<http://maps.latimes.com/neighborhoods/neighborhood/panorama-city>.)

With 18,028 people per square mile, Panorama City has among the highest population densities for the City and County of Los Angeles (Van Nuys, in comparison, is more “average” with 11,542 per square mile). Van Nuys is 61% Latino while Panorama City is 70% Latino; 50-55% of residents are foreign-born, with Mexico and El Salvador being the primary countries of origin. Median household income is \$41,134 in Van Nuys and there is a higher-than-average rate of families who earn less than \$20,000 per year than the rest of the County. (<http://maps.latimes.com/neighborhoods/neighborhood/van-nuys>.)

Currently, the students who attend HTLA represent seventeen different nationalities. While only 11 students (3%) are English Learners, nearly one-half of our student body speaks a language other than English at home. Approximately half of our students are economically disadvantaged and nearly one-eighth of our students have IEP's.

school facility on their property, and need an approved charter petition before we can finalize this lease and begin construction; and (2) based on “best practices” and the challenges facing charter school start-ups, we know that additional time for instructional and operational planning, recruiting/hiring, student outreach and enrollment will help us ensure an exemplary launch to our new school.

We know that these statistics only paint a small portion of the picture. It is not uncommon for our students to face housing instability and homelessness, domestic violence, substance abuse, and myriad other challenges in their homes and neighborhoods. Many have significant mental health issues - including suicidal ideation, suicide attempts, and self-harm. Some of our students are in foster care. We understand all too well that providing “school” for these students must mean more than providing core subjects and school supplies – counseling, psycho-social supports, peer support, behavioral intervention, outside mental health resources -- are all core parts of our program.

3. HOW HIGHTECH LA MIDDLE SCHOOL WILL MEET COMMUNITY NEED

In order to meet community demand and help ensure our students are better prepared for a rigorous, college-preparatory curriculum, we now seek to expand and offer a HighTech LA middle grades (6-8) for the Van Nuys/Panorama City community, starting in 2018-19. HTLA MS, like its upper grades sister school, will be a small school where every student is known individually by multiple caring adults. HTLA MS will replicate our high school’s creation of a safe and supportive learning environment for an incredibly diverse student body, with a strong college-going culture. Notwithstanding this diversity of background, nationality, economic resources and ability, we will create a united community bound by mutual respect and shared goals. At HTLA, parents routinely comment on the absence of bullying or any type of violence on our campus. Students police themselves and each other to keep the campus clean and orderly so they can earn “casual Fridays” when the dress code requirements are relaxed.

HTLA MA will meet the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education. HTLA MS will replicate innovative educational practices and programs in place at HTLA that emphasize group work, community ethics, personal responsibility and individualized instruction with a tech-infused, Project-Based Learning model, unique to this community. Our standards-based, college preparatory model is carefully designed to engage students and motivate them in their own learning. Our emphasis on using technology and hands-on interdisciplinary projects, as well as connecting student work to “real world” careers helps students envision a future for themselves in meaningful careers. Just as our high school requires internships and “work-based learning” as a requirement of graduation, our middle school will engage younger students in job shadowing and presentations by industry professionals to help them envision their own future in the workplace. As at our high school, all students will participate in twice yearly “Presentations of Learning” in which they present their best work to a panel for defense and review. Our Advisory program builds community ethics and provides academic support for Presentations of Learning and final exams, but it also affords an opportunity for students to have a faculty advocate who knows them outside an academic context and can act as a mentor.

Building on the success and experience of our high school, HighTech LA Middle School will offer technologically-rich, project-based learning to students in grades 6-8 and afford a seamless transition to high school, as detailed further below.

4. SURROUNDING SCHOOLS

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA
Address: 6901 Lennox Ave, Van Nuys, CA 91405

LAUSD Schools	# of Students [2016]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity H/L	% Major Ethnicity White	% Major or Ethnicity AA	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
James Madison MS	1637	90%	12%	21%	72%	21%	2%	738	No	No	733	3	4	
Mulholland MS	1162	92%	17%	24%	87%	6%	4%	716	No	No	708	2	2	
Robert A Millikan MS	2061	36%	9%	6%	27%	53%	9%	875	Yes	No	875	9	7	
Roy Romer MS	1042	91%	13%	25%	92%	4%	2%	735	No	No	730	3	5	
Sepulveda MS	1511	88%	13%	29%	86%	3%	3%	731	No	No	729	2	6	
Van Nuys MS	1159	81%	17%	23%	83%	8%	3%	734	No	No	734	3	5	
Vista MS	1202	91%	15%	33%	94%	1%	1%	684	No	No	671	1	4	
Charter Schools														
Valley Charter Middle	208	49%	5%	18%	61%	26%	3%	NA	No	Yes	NA	6	6	

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

Based on the surrounding schools, we anticipate serving a student population that is predominantly socioeconomically disadvantaged (with the attendant challenges that may impose in their lives outside of school and impact their schooling, as discussed throughout this petition), roughly 23% English Learners (including both recent immigrants and LTELs), 14% SpEd, and a mix of race/ethnicities with the majority (77% average) Hispanic/Latino. As a tech-based school, we attract students who are predominantly interested in technology, and we place a heavy emphasis on recruiting girls who may be less likely at this middle-youth age to seek out tech-based schooling. As detailed above, many of our students will be the first in their families to attend college or even complete high school. We understand through our work at HighTech LA the challenges these students face, and are eager to be able to support and impact them at an earlier age to help them strengthen their trajectory to success in high school, post-secondary school and meaningful careers and to help improve the lives of our students, their families and the community.

C. STUDENT POPULATION TO BE SERVED

5. TARGET STUDENT POPULATION

HTLA MS will enroll approximately 450 students in grades 6-8. We will draw our student population

from all areas within Los Angeles Unified School District (LAUSD), with a particular focus on students residing in and around Van Nuys and Panorama City. As noted above, the majority of our students will be socioeconomically disadvantaged Hispanic/Latino students, with a significant number of English Learners.

6. ENROLLMENT PLAN

HTLA MS plans to open in August 2018 with 6th and 7th grades, adding 8th grade the following year. While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter, with class sizes of approximately 25 students per class:

	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 6	125	150	150	150	150
Grade 7	125	125	150	150	150
Grade 8	X	125	125	150	150
Total	150-250	150-400	150-425	450	450

D. GOALS AND PHILOSOPHY

7. MISSION AND VISION

Mission

HighTech LA Schools are a diverse community of active learners dedicated to fusing the traditional academic subjects with real-world technical applications and problem solving skills. Students are productive, self-directed learners, engaged in rigorous, relevant work. HighTech LA Schools prepare students to be motivated, influential leaders committed to the challenge of connecting our community to the larger society.

Vision

HighTech LA Schools provide a California Common Core State Standards-based college preparatory education for all students in grades 6-12, 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 21st century digital world.” HighTech LA Schools emphasize the development of an educated person in the 21st century who can take knowledge and apply it to solving problems.

8. AN EDUCATED PERSON IN THE 21ST CENTURY

As recognized in the new California Common Core standards (CCSS) and Next Generation Science Standards (NGSS), we believe education is not simply about learning concrete facts and skills found in standardized tests, but rather that a 21st century education must emphasize aptitudes such as problem-solving, critical and creative thinking, inquiry, collaboration, communication and invention that are all crucial in post-secondary school and 21st century careers. Acclaimed journalist and author Thomas Friedman has noted that for education to be relevant today and best prepare Americans for the global economy, it must emphasize the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Friedman, *The World is Flat*, 2005.) While these aptitudes of course necessarily depend on a foundational knowledge base that is detailed in the CCSS/NGSS, we believe our most important job as educators is in helping our students learn *how* to learn, and take on responsibility for their own futures as global citizens. Encouraging students to maintain goals of strong personal character and self-responsibility will help them become successful members within their communities, careers and families.

Our students will have opportunities and face challenges that we cannot even imagine today, as technology developments change our world at a pace never before experienced in human history. The personalization of technology and the devices used to access information is causing continuous “disruptive innovation” – for young children today, it is hard to fathom that iPads, Kindles and smart phones were only introduced in the last 10 years or less. The impact on global economies and virtually every industry and every household cannot be overstated.

HighTech LA Schools ensure that each of our students matriculates as an educated person in the 21st Century who can demonstrate:

- persistence in meeting high expectations through a strong work ethic and self-motivation;
- mastery of the English language (reading, writing, speaking and listening);
- knowledge and a strong grasp of concepts in the sciences, technology, engineering, the arts, mathematics, and humanities including a thorough understanding of the scientific by asking questions, forming hypotheses, engaging in trial and error and reflecting;
- collaborative work with others both as a leader and a thoughtful participant, respecting diversity and demonstrating a desire to effect positive change in the community;
- listening and actively engaging, expressing themselves effectively in writing and orally;
- tech-fluency to access, produce, distribute and revise information and digital content;
- creative thinking to solve problems, experiment, invent, and express oneself; and
- a desire to develop understanding through questioning, critical evaluation, thoughtful reflection and the pursuit of new information and alternative viewpoints.

9. HOW LEARNING BEST OCCURS

We believe that students best acquire knowledge by *doing* and *experiencing* learning through hands-on, personalized inquiries and expressions of learning through a highly engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial in today’s global workforce. Our students debate, collaborate, create, invent, and express themselves in highly personalized ways as they apply core content knowledge to “real world” applications. Based on “best practices” and leading innovations in public education, we believe learning best occurs through:

- **Backwards Design/Differentiated Learning:** our faculty relies on the acclaimed Backwards Planning approach to instruction, starting first with an understanding of the essential skills, goals

and objectives defined in the state content standards (including the CCSS) and our school's own goals for learning, and going backwards to devise the lessons and assessments – including differentiation based on individual needs -- that will achieve and measure student success;

- **Project-Based Learning:** through teacher-designed integrated projects, our students learn by *doing*, with an individualized, differentiated approach that ensures that instruction is personalized for the needs of each learner;
- **Technology-Infused Learning:** Ensuring all students have fluency in technology will help them on their path to meaningful careers, while tech-based resources provide a critical tool in our effort to personalize learning for each student, with a 1:1 student tablet ratio. Online, interactive curriculum is especially a boon for students with special needs, including ELs.
- **Meaningful and Diverse Assessments:** students are assessed based on their individual mastery of specific skills, concepts and objectives; our faculty measures student performance and achievement via multiple measures including Presentations of Learning, project exhibitions, ongoing student work, publisher-created assessments, standardized tests and more;
- **Social-Emotional Learning:** The Advisory program and strategies embedded across all classes will ensure that students develop social-emotional skills and capacity to thrive in long-term and academic settings including critical thinking skills, collaboration, communication, conflict resolution and self-awareness are all necessary to succeed.
- **Small Learning Communities:** we believe a small school setting best supports student learning and development by ensuring that each student is known and valued by multiple adults.

At HighTech LA Schools, we encourage all of our students, including historically underrepresented and underserved students, to take an active interest in technology and other STEM-focused education and careers.

10. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

HTLA MS is dedicated to the Learning Goals which represent what HTLA MS students should be, know and be able to do upon HTLA MS' 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 secondary and postsecondary 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.** HighTech 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.

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

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

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

LCFF STATE PRIORITIES						
GOAL #1						
100% of teachers at HTLA MS will be appropriately assigned and credentialed in the subject areas and for the pupils they are teaching; All students (including all statistically significant subgroups) will have access to standards-aligned (including CA CCSS and the academic content and performance standards) materials and additional instructional materials as outlined in the charter petition; School facilities will be clean and maintained in good repair.				Related State Priorities: <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 type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
Annual review of teacher credentials (CALPADS credential report); HTLA MS will provide appropriate standards-aligned texts, online curricula and other instructional materials; Site inspections will be conducted by insurers and school Principal and janitorial staff will maintain daily logs of cleanliness and needed repairs with repairs completed in a timely fashion.						
Expected Annual Measurable Outcomes						
Outcome #1: All teachers are fully credentialed and appropriately assigned Metric/Method for Measuring: CALPADS Credential Report; personnel files Outcome #2: All students (including all statistically significant subgroups) will have access to standards-aligned (including CA CCSS and the academic content and performance standards) materials and additional instructional materials as outlined in the charter petition Metric/Method for Measuring: Annual curriculum inventory; classroom inspections Outcome #3: School facilities will be clean and maintained in good repair. Metric/Method for Measuring: Daily janitorial logs, monthly safety inspection checklists, maintenance/repair logs, annual risk management inspections.						
APPLICABLE STUDENT	Baseline	2018-2019	2019-2020	2020-2021	2021-22	2022-23

GROUPS						
All Students (Schoolwide)	N/A	100% teacher certification and appropriate assignment	100% teacher certification and appropriate assignment	100% teacher certification and appropriate assignment	100% teacher certification and appropriate assignment	100% teacher certification and appropriate assignment
		100% students have appropriate instructional materials	100% students have appropriate instructional materials	100% students have appropriate instructional materials	100% students have appropriate instructional materials	100% students have appropriate instructional materials
		>90% of facilities items in compliance/ good standing	>90% of facilities items in compliance/ good standing	>90% of facilities items in compliance/ good standing	>90% of facilities items in compliance/ good standing	>90% of facilities items in compliance/ good standing
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						
LCFF STATE PRIORITIES						
GOAL #2						
HTLA MS will fully implement state standards in all core subjects, including CCSS in Math and ELA.				Related State Priorities:		
				<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities:		
				<input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
All faculty will participate in ongoing professional development led by the Principal and outside consultants on the implementation of the CCSS and state assessments for all students, including subgroups.						
Expected Annual Measurable Outcomes						
Outcome #1: 100% implementation of state standards-aligned instruction Metric/Method for Measuring: Teacher PD agendas and attendance, curriculum inventory, class observations						

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-22	2022-23
All Students (Schoolwide)	N/A	100% implementation of state standards in ELA and Math for all students in grades 6 and 7.	100% implementation of state standards in ELA and Math for all students in grades 6-8.	100% implementation of state standards in ELA and Math for all students.	100% implementation of state standards in ELA and Math for all students.	100% implementation of state standards in ELA and Math for all students.
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						
LCFF STATE PRIORITIES						
GOAL #3						
HTLA MS will establish multiple opportunities for parent and community engagement in student life, parent education workshops, and involvement school site decision-making.				Related State Priorities:		
				<input 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		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
HTLA MS will actively encourage parent engagement via: (1) parent events and workshops held quarterly at the school site (including 2 annual student Presentations of Learning) and parent/teacher conferences held twice per year; (2) opportunities for parents to volunteer at the school and in school events; (3) parent participation in the School Site Council, ELAC and LCAP planning process; and (4) annual surveys designed to solicit parent input and satisfaction with school programs.						
Expected Annual Measurable Outcomes						
Outcome #1: 80% of parents/guardians will attend at least two school activities during the school year Metric/Method for Measuring: Sign-in sheets/attendance records for POLs, Workshops, SSC, ELAC, LCAP meetings and parent/teacher conferences						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-22	2022-23
All Students (Schoolwide)	N/A	At least 80% of parents will	At least 85% of parents will	At least 80% of parents will	At least 85% of parents will	At least 90% of parents will

		attend 2+ events/workshops at the school annually	attend 2+ events/workshops at the school annually	attend 3+ events/workshops at the school annually	attend 3+ events/workshops at the school annually	attend 2+ events/workshops at the school annually
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						

LCFF STATE PRIORITIES						
GOAL #4 (a)						
All students, including all subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in ELA and Math; annual schoolwide and subgroup API (or similar state measure) will meet or exceed growth targets set by the state.					Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6	
					Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal						
HTLA MS will provide highly qualified faculty and support personnel to implement engaging, high quality instruction with continuous monitoring and coaching provided by the Principal and lead faculty based on student achievement data and classroom observations. Teachers will participate in professional development and coaching throughout the year to support student achievement.						
Expected Annual Measurable Outcomes						
Outcomes: CAASPP scores for all students – including all subgroups -- will meet/exceed state targets for growth (estimated 2-3% annually); API (or similar measure) schoolwide and for all subgroups will meet/exceed state growth targets annually. Metric/Method for Measuring: CAASPP Reports						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-22	2022-23
All Students (Schoolwide)	N/A	Establish	Establish	Meet or	Meet or	Meet or

		benchmark for 6th and 7th graders.	benchmark for 8 th graders; Meet or exceed state growth targets, expected to be 2-3% increase over previous year.	exceed state growth targets, expected to be 2-3% increase over previous year.	exceed state growth targets, expected to be 2-3% increase over previous year.	exceed state growth targets, expected to be 2-3% increase over previous year.
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						

LCFF STATE PRIORITIES						
GOAL #4 (b)						
EL students will advance at least one level on the ELPAC (or other available assessments) each year; Reclassification rate will meet or exceed the District's reclassification rate for the same grade levels.				Related State Priorities:		
				<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities:		
				<input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
HTLA MS will provide highly qualified and experienced teachers with appropriate EL authorization, along with appropriately experienced and qualified resource personnel, who will continually monitor instruction and achievement of EL students; 100% of faculty will participate in extensive professional development and coaching on differentiating instruction and specific strategies to support EL's, including LTELs; HTLA MS will provide new teacher assistance and support (BTSA) specifically relating to EL's; Principal will continuously monitor progress of EL students and ensure timely reclassification of qualifying students.						
Expected Annual Measurable Outcomes						
Outcome #1: EL students will advance at least one level on the ELPAC (or other available assessments) each year and LTELs will make progress towards reclassification criteria applicable to LTELs. Metric/Method for Measuring: ELPAC results Outcome #2: Reclassification rate will meet or exceed the District's reclassification rate for the same grade levels. Metric/Method for Measuring: Reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-22	2022-23

All Students (Schoolwide)						
English Learners	N/A	Establish benchmarks for ELPAC results and reclassification rates.	Achieve annual growth (as set in annual LCAP) on ELPAC results and reclassification rates.	Achieve annual growth (as set in annual LCAP) on ELPAC results and reclassification rates.	Achieve annual growth (as set in annual LCAP) on ELPAC results and reclassification rates.	Achieve annual growth (as set in annual LCAP) on ELPAC results and reclassification rates.
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						

LCFF STATE PRIORITIES						
GOAL #5						
HTLA MS will maintain a high ADA rate schoolwide and for all statistically significant subgroups; HTLA MS will limit chronic absenteeism schoolwide and for all statistically significant subgroups; HTLA MS will have a 100% graduation rate from middle school to high school schoolwide and for all statistically significant subgroups with no dropouts from middle school.	Related State Priorities:					
	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
	<input type="checkbox"/> 3	<input type="checkbox"/> 6				
Local Priorities:						
<input type="checkbox"/> :						
<input type="checkbox"/> :						
Specific Annual Actions to Achieve Goal						
Office Manager and Principal will conduct attendance reviews to monitor attendance and communicate with families. Parent outreach and communications will emphasize the importance of regular and timely attendance each day; as needed, incentives will be offered for strong/timely attendance (e.g., free dress days). Principal and teachers will review achievement data to identify students at risk of not graduating or dropping out and implement appropriate academic and psycho-social interventions as detailed in the charter.						
Expected Annual Measurable Outcomes						
Outcome #1: HTLA MS will maintain a high ADA rate and low chronic absenteeism rate schoolwide and for all statistically significant subgroups						
Metric/Method for Measuring: ADA and chronic absenteeism rates						
Outcome #2: HTLA MS will have a 100% graduation rate from middle school to high school schoolwide and for all statistically significant subgroups with no dropouts from middle school.						
Metric/Method for Measuring: Graduation and dropout rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-22	2022-23
All Students (Schoolwide)	N/A	Establish ADA/chronic absenteeism benchmark	≥ 95% ADA (schoolwide and all statistically	≥ 95% ADA (schoolwide and all statistically	≥ 95% ADA (schoolwide and all statistically	≥ 95% ADA (schoolwide and all statistically

		for 6th and 7th graders with goal \geq 95% ADA (schoolwide and all statistically significant subgroups) and chronic absenteeism \leq comparison schools	significant subgroups) and chronic absenteeism \leq comparison schools; Establish benchmark 8 th grade graduation rate with goal 100% and dropout rate \leq comparison schools	significant subgroups) and chronic absenteeism \leq comparison schools; graduation rate goal 100% and dropout rate \leq comparison schools	significant subgroups) and chronic absenteeism \leq comparison schools; graduation rate goal 100% and dropout rate \leq comparison schools	significant subgroups) and chronic absenteeism \leq comparison schools; graduation rate goal 100% and dropout rate \leq comparison schools
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						

LCFF STATE PRIORITIES						
GOAL #6						
HTLA MS will minimize the use of suspension or expulsion schoolwide and for all statistically significant subgroups; Students will indicate that they feel safe at school on annual surveys.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
HTLA MS will comply with the principles of the LAUSD Discipline Foundation Policy, including the District's emphasis on restorative justice as an alternative to other means of discipline; HTLA MS will provide a comprehensive Advisory program and additional psycho-social supports to students.						
Expected Annual Measurable Outcomes						
Outcome #1: HTLA MS's suspension and expulsion rates will be the same or lower than the comparison schools. Metric/Method for Measuring: Suspension and expulsion rates Outcome #2: On annual surveys, students will indicate a positive school climate and that they feel safe on campus. Metric/Method of Measuring: Annual student surveys.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-22	2022-23
All Students (Schoolwide)	N/A	Establish benchmarks;	Suspension and	Suspension and	Suspension and	Suspension and

		suspension and expulsion rates will be the same or lower than comparison schools; ≥ 90% of students will indicate feeling safe on campus on annual surveys.	expulsion rates will be the same or lower than comparison schools; ≥ 90% of students will indicate feeling safe on campus on annual surveys.	expulsion rates will be the same or lower than comparison schools; ≥ 90% of students will indicate feeling safe on campus on annual surveys.	expulsion rates will be the same or lower than comparison schools; ≥ 90% of students will indicate feeling safe on campus on annual surveys.	expulsion rates will be the same or lower than comparison schools; ≥ 90% of students will indicate feeling safe on campus on annual surveys.
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						

LCFF STATE PRIORITIES						
GOAL #7						
All students, including all statistically significant subgroups, will have access to a broad course of study that includes technology-rich learning experiences and engaging, project-based learning.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
All students, including all subgroups, will take classes in all four core areas (ELA, Math, Science and History/Social Science) each term; 6 th and 7 th graders will all take art survey courses and technology classes plus "X Block" (physical activity); 8 th graders will choose from a selection of arts electives accessible to all students.						
Expected Annual Measurable Outcomes						
Outcome #1: 100% of students will access an engaging curriculum and opportunities detailed in the charter petition.						
Metric/Method for Measuring: Master bell schedule; student schedules/folders						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-22	2022-23
All Students (Schoolwide)	N/A	100% of students will have access to a comprehensive educational	100% of students will have access to a comprehensive educational	100% of students will have access to a comprehensive educational	100% of students will have access to a comprehensive educational	100% of students will have access to a comprehensive educational

		program as detailed in the charter petition.	program as detailed in the charter petition.	program as detailed in the charter petition.	program as detailed in the charter petition.	program as detailed in the charter petition.
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						

E. INSTRUCTIONAL DESIGN

12. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

HTLA MS's CCSS-aligned core curriculum for middle school will be designed to articulate with the high school curriculum in content and methods while the pedagogical philosophy between the two campuses will be consistent. The middle grades will 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, note taking applications) and multimedia techniques (web design/basic coding, basic sound and video editing, etc.) in each class will prepare students for more advanced opportunities in HighTech LA's high school grades.

HTLA MS will provide a standards-based curriculum that is both skills-based and hands-on, in order to ensure each and every student meets our high expectations for success, well beyond achieving proficiency on state standards. The following provides a more detailed description of our instructional methodologies:

- Backwards Design/Differentiated Learning
- Project-Based Learning
- Technology Integration
- Social-Emotional Learning and Support

a. Backwards Design/Differentiated Learning

All instruction at HTLA MS 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. HTLA MS teachers will 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 will determine a three-tiered hierarchical set of learning expectations:

- Enduring understandings: How will 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 will 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 will use a variety of assessment methods including both formative and summative assessments. Methods will include quizzes or tests aligned with the style students will 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 will be used to expand the extent of possible exhibition of mastery products or performances. Teachers will 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 will 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 HTLA MS, this means that teachers will 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 will 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 will 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 will understand and retain concepts and skills that are delineated in the state standards.

Explicit instruction – particularly in reading, writing, and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will 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 will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

b. 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 will 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 will be developed alongside the skills specific to the project or problem. In alignment with CCSS, we will emphasize “what students can do with knowledge, rather than what units of knowledge they have,” the essence of 21st century skills (Silva, 2008, p. 630). Critical thinking and collaboration will 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 will be able to accomplish a number of objectives in an engaging, relevant way for students of all ages, and enable students to:

- *Acquire, communicate, and investigate worthwhile knowledge in depth.* Instead of dividing instruction into disconnected learning blocks, students will be 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 will 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 will be assigned for home exploration that will 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 will 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 will explore topics individually, in small groups, and together as a whole class. Reading and writing tasks will be authentic, motivating, relevant, and contextualized. Students will 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 are 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), Edutopia, pbl-online.org and dozens of others. For middle grades, faculty will design interdisciplinary projects that enable students to engage in deeper learning as they master core content. For example, 6th graders might learn about how archaeologists use artifacts to learn about the past by learning about their peers’ lives. First, each student will be 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 will 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 will 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 will then participate in an “archaeological dig” where they will 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.

c. Technology-Infused Learning

A critical tool in our effort to personalize learning for each student will be the use of technology. Students will be 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 khanschool.org, www.nasa.gov, pbskids.org, coolmath-games.com, and many more. In addition, our math curriculum will be dually based on the highly successful Michigan State Connected Mathematics Project and augmented by either the Aleks software from McGraw-Hill or the ST Math software from MIND Institute program. 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. http://mindresearch.net/cont/research/re_ResultsAtScale.php. We also will 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 increasingly 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 middle grade students will enter HTLA MS 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. ST Math, for example, the acclaimed online math program from the MIND Institute, includes very little language and focuses on numbers, objects and concepts. This has proven to be particularly effective for English Learners. Additionally, Achieve 3000, a literacy program, has customized supports for English Learners built into the software. Additional 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.
- Use of Turnitin.com aids students writing by emphasizing the re-writing process after getting feedback. This emphasis on revision is central to the Range of Writing CCSA ELA Standard. Also, Turnitin is an efficient tool in the detection of plagiarism. The emphasis of the ISTE Standards is of central importance in an environment highly infused with information technology. Empowering students to enhance all of their cognitive processes while developing as

responsible and respectful 21st Century citizens happens all at the same time with effective tools and a commitment to their application and usage.

- *Increased exposure to technology for a student population with limited access.* 21st 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 will help them on their path to meaningful careers.

d. Social-Emotional Learning and Support

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. HTLA MS’s Advisory program and strategies embedded by our faculty across all classes will be 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. All staff will have training by “Responsive Classrooms” and will read Faber & Matzlich’s *How To Talk So Kids Listen and Listen So Kids Talk* and *Why Don’t Students Like School?*, by Daniel Willingham. 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).

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).

(Vega, V., 2012 www.edutopia.org)

We will 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 Middle School Counselor and School Psychologist (.50 FTE in Year 1 then full-time starting in Year 2) will help students in need of extra support, including referrals to outside agencies and programs in the community. For example, we will 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.

"POP" Day

One unique way in which we will help to build community at HTLA MS is through a middle grade version of HTLA's acclaimed – and incredibly popular -- "POP Day." Once each year, school leaders and teachers surprise the students with the POP Day – a day where the students come together to work on a surprise project. The project, designed by teachers, includes the school's four Learning Goals with the focus on building school community as every student in the school is working on the same thing at the same time. The intentionally "fun" 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.

Past POP Days at HTLA – that can be adapted for middle grades – including:

- One year, the POP Day 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.
- Another year, 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. More than 100 activities were planned around the 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, Wun Chiou, 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.
- Another year, the POP Day mission was to work in pre-organized multi-grade level teams to develop a "Rube Goldberg" machine. Using school supplies and other materials provided in a mystery grab bag, the machine the students created needed to work independently from human intervention to complete a pre-assigned task, which in this case was "turning in homework to a teacher." This could be accomplished in several ways, such as placing a sheet of paper in a homework tray or catapulting a piece of paper at a teacher dummy. Groups needed to capture the successful functioning of their machines on video as evidence for the judges and to demonstrate success to the school. The day culminated with students watching the videos from the other groups, to see how everyone else solved the challenge, and prizes being

awarded to the most successful groups.

HighTech LA's middle grades students will similarly engage in the immensely popular POP Day tradition.

F. CURRICULUM AND INSTRUCTION

13. CURRICULUM/KEY FEATURES BY SUBJECT AREA

HTLA Schools offer students a high quality broad-based education that will serve 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 HTLA 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.

HTLA MS's CCSS-aligned core curriculum for middle school is designed to articulate with the high school curriculum in content and methods while the pedagogical philosophy between the two campuses is consistent. The middle grades will 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, note taking applications) and multimedia techniques (web design/basic coding, basic sound and video editing, etc.) will prepare students for more advanced opportunities in HighTech 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.

a. English Language Arts – Core and College Preparatory

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Framework; A Look At Kindergarten Through Grade Six in California Public Schools*; and *A Look at Grades Seven and Eight in California Public Schools: Transitioning to the Common Core State Standards in English Language Arts and Mathematics*. Teachers engage in vertical articulation (including collaboration with HTLA high school ELA teachers), and collaborate with their peers in other subjects to integrate ELA strands into other core classroom learning. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards. The curriculum will be 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 leveled libraries and guided reading (based on Fountas and Pinnell's Guided Reading), daily test preparation, Newsela nonfiction and current events, Grammar, Mechanics, and Usage, and Thinking Maps and Achieve 3000 differentiated literacy for nonfiction. Teachers also use trade books, primary historical documents, and non-fiction texts, i.e. Time Magazine for Kids and The Los Angeles Times).

In middle 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 will read rigorous fiction and non-fiction texts, prose and

poetry, including Shakespeare in 8th grade. We plan to utilize Accelerated Reader and other interactive programs like READ 180, Jostens and Achieve 3000 to provide access to a vast online library, 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 will continuously differentiate and scaffold instruction to ensure that each student is able to meet grade level standards, with the goal that all students complete 8th grade at or above grade level in reading.

Students in middle grades, in accordance with CCSS for the grade levels, will 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 in grades 6-8 as they enter secondary education and prepare for high school curriculum is the use of evidence to support a thesis. Our students will practice this skill repeatedly while being supported with targeted instruction and intervention. Tied to this central skill is our use of technology to make returning writing to students quickly. Turnitin will provide an initial pass on the student's first draft. Using technology to detect and correct basic grammar and usage errors has two major benefits. First, the student gets immediate feedback. Hattie and Timperley emphasized this in their 2007 paper, "The Power of Feedback." Additionally, they emphasized the necessity of feedback moving directly towards a specific end or goal. Second, usage of technology frees instructors to provide higher level and more personal feedback. There is no AI or database that is capable of performing the detailed analysis of student writing to the level of their instructor. Use of IT will provide a critical support so the teacher is free to provide deeper commentary which is, necessarily, personally focused and time-consuming.

In addition to reading and writing, ELA and other core subjects will include specific emphasis on listening and speaking skills, including students' term-end Presentations of Learning. Students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. Students will have continuous opportunities to practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will 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 will regularly speak publicly. They will receive specific instruction on public speaking and presenting. Additionally, they will, through repeated practice, come to understand the differences between writing an essay and presenting it publicly. Our students will perform two formal presentations per year. Presentations of Learning will follow a specific rubric and will prepare students for presentations at the high school level and beyond.

b. Mathematics – Core/College-Preparatory

MATHEMATICS PLACEMENT

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

Learning objectives and outcomes will be aligned to the rigorous CA CCSS mathematics standards. Teachers will use the *Mathematics Frameworks for California Public Schools* for planning and guidance.

The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

HTLA MS' Math program will focus on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data. Students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. The curriculum is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

Key concepts that will be addressed in Course I are:

- Representations of linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts.
- Symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc.
- Analysis of the slope of a line multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically.
- Solving equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression).
- Solving systems of two equations and inequalities with two variables using a variety of strategies, both graphically and algebraically.
- Use of rigid transformations (reflection, rotation, translation) and symmetry to demonstrate congruence and develop triangle congruence theorems.
- Using coordinates to prove geometric theorems.
- Geometric constructions (with compass and straightedge).
- Simple geometric proofs (investigate patterns to make conjectures, and formally prove them).
- Representations of arithmetic and geometric sequences, including using tables, graphs, and explicit or recursive formulas.
- Use of exponential models to solve problems, and to compare to linear models.
- Use of function notation.
- Statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots.
- The differences between association and causation, and interpretation of correlation in context.
- Comparison of distributions of one-variable data.

Course II will formalize and extend the geometry that students have learned in previous courses by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

Key concepts addressed in Course II are:

- Geometric transformations (reflection, rotation, translation, and dilation) and symmetry.
- Relationships between figures (such as similarity and congruence) in terms of rigid motions and similarity transformations.
- Properties of plane figures.
- Proofs of geometric theorems (investigate patterns to make conjectures, and formally prove them).
- Modeling with geometry.
- Measurements of plane figures (such as area, perimeter, and angle measure).
- Theorems about circles, including arc lengths and areas of sectors.
- Measurements of three-dimensional solids (such as volume and surface area).
- Tools for analyzing and measuring right triangles, general triangles, and complex shapes (such as the Pythagorean Theorem, and trigonometric ratios).
- Probability (independence and conditional probability, compound events, expected value, and permutations and combinations).
- Investigation of a variety of functions including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions.
- Representations of quadratic functions with a graphs, tables, equations, and contexts.
- Symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc.
- Using algebra to write and solve equations arising from geometric situations.

Course III will apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

Key concepts addressed in Course III are:

- Visualize, express, interpret and describe, and graph functions (and their inverses, in many cases). Given a graph, students will be able to represent the function with an equation, and vice-versa, and transform the graph, including the following function families:
 - absolute value
 - exponential
 - linear
 - logarithmic
 - piecewise-defined
 - polynomial
 - quadratic
 - square root
 - trigonometric
- Use of variables and functions to represent relationships given in tables, graphs, situations, and geometric diagrams, and recognize the connections among these multiple representations.
- Application of multiple algebraic representations to model and solve problems presented as real world situations or simulations.
- Solving linear or quadratic equations in one variable, systems of equations in two variables, and linear systems of equations in three or more variables.

- Use of algebra to rewrite complicated algebraic expressions and equations in more useful forms.
- Rewriting rational expressions and arithmetic operations on polynomials.
- The relationship between zeros and factors of polynomials.
- Operations with complex numbers, and solving quadratics with complex solutions.
- Applications of the Law of Sines and Law of Cosines.
- Modeling periodic phenomena with trigonometric functions.
- Calculating the sums of arithmetic and geometric series, including infinite geometric series.
- Concepts of randomness and bias in survey design and interpretation of the results.
- Use of a normal distribution to model outcomes and to make inferences as appropriate.
- Use of computers to simulate and determine complex probabilities.
- Use of margin of error and sample-to-sample variability to evaluate statistical decisions.
- Solving trigonometric equations and proving trigonometric identities

Faculty also will utilize ST Math for additional skills development and mastery of content standards. ST Math, from the MIND Institute, includes engaging, CCSS-aligned manipulative games that are mastery-based. ST Math offers help for students in need of remediation and builds on students' conceptual understanding of select on-grade-level math concepts from 6th, 7th and 8th grade mathematics. The software is designed to connect interactive visual models to abstract concepts and language components for each math topic which helps ELs as they gain English language proficiency. 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.

c. Science – Core and College Preparatory

In Science, as we implement the new NGSS, 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.

For middle grades, the Science Education for Public Understanding Program (SEPUP) lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding via students' own inquiries, investigations, and analyses. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world. Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts. Content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels. Technology also is incorporated into science activities where appropriate. Microsoft Office (Word, Excel, PowerPoint, OneNote) and/or Google Apps can facilitate data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, is used to scaffold content for English Learners and create challenging assignments for advanced students.

SEPUP learning modules are organized under the following strands:

- Issues and Life Science
- Issues and Physical Science
- Issues and Earth Science
- Issues, Evidence and You
- Science and Sustainability
- Science and Life Issues.

Most modules and courses are designed to be appropriate for two grade levels, and work in conjunction with one another to cover all of the state and national content standards in science. In addition to the science standards, SEPUP reinforces many mathematics, language arts and social studies standards and thus is well-aligned with our project-based and integrative model. For example, when studying life and earth sciences, students will also study humans' relationship with flora, fauna and the natural environment, throughout time and in different locations. In this way, life and earth sciences will be connected to economics and history. When studying the physical sciences, students will explore human inventions and discoveries in the realm of physics and engineering and the greater ramifications of industrialization, warfare and technology. In this way, students will see connections between the physical sciences and their present reality, history and economics.

This program provides hands-on investigations, laboratory experiences and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students. In particular, teachers will emphasize a project-based approach to the above topics. The connected nature of the SEPUP approach lends itself to cross-curricular projects, the completion of which communicate both mastery and connection to real-world applications.

d. Social Studies – Core and College Preparatory

In Social Studies, HTLA MS will adopt the new state standards as they are released. 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. Students will extend these skills to the creation of songs and short videos.

Our primary curriculum source for Social Studies will be the state-adopted History Alive! (6-8) program. Additional primary and secondary resources will be chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Teachers will provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers will use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English Learners. To further increase understanding and motivation, social science will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Our cross-curricular emphasis lends itself to projects that incorporate multiple curricular standards and

skills. Students will also read fictional texts related to social science content, further increasing their motivation and understanding. Additional integration of social science curriculum will occur with math and science, when students may study the scientific and mathematical contributions of cultures they are studying. At all grade levels, the curriculum will be enhanced whenever possible with multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips, budget-permitting. While covering the social science standards, teachers will also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students will apply reading comprehension and vocabulary strategies to their social studies text and will complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

e. Advisory Program – Non-Core/College-Preparatory

Each faculty member, in addition to regular classes, has a specific grade level Advisory. Each student is assigned an Advisor who stays with the student, if possible, for the entire middle school span. The Advisories ground students in the elements of independent thinking, planning, community service and study, and guide them through a continuum of regularly monitored projects to a successful student-initiated 8th grade class project. These projects are often focused on topics related to the middle school experience that do not directly arise in the core curricular courses yet are important to students' well-being, understanding, and the school-wide atmosphere. For instance, dealing with and preventing bullying or other social-emotional status questions, tolerance, connection to community, and grade-level cohesion may be dealt with. Vygotsky's recognition that learning is largely, if not solely, relational leads us to believe that students need an opportunity to connect with an adult on campus who is not in the hierarchical teacher-student dyad. Instead, Advisors can serve also as an advocate for the student should a conflict or difference of opinion develop between a youth and an adult.

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. (For a more detailed survey of this and topics related to student post-secondary success see Kuh, Kinzie, et al, "What Matters to Student Success: A Review of the Literature," National Postsecondary Education Cooperative, July 2006.) 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. Frequent and positive interactions with adults may empower students "to do more than they think they can and helps validate them as full members of the campus community, which in turn legitimates their presence and makes them more comfortable to reach out and become engaged in a variety of activities.." (Kuh et al 2006.) This is one idea behind the Advisory program. Helping students become stronger, more confident in their abilities, and more comfortable and accepting of their own presence at school leads to them reaching for greater and greater goals.

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 will learn about college readiness (e.g. the UC/CSU "A-G" requirements), financial aid, and more (these also will be covered in parent education events). Additionally, there is an articulation between the student and the Advisor regarding issues with academic and social progress.

Advisory provides a context for academic planning, home/school communication, class and community

building, and reflection about HTLA MS's philosophy and program, tied to the school's ESLRs of collaboration, technology, communication, and community ethics and responsibility. Advisory will include specifically designed curriculum in thematic units, aligned to core learning in other subjects, including:

- **Goal Setting:** This unit will introduce the advisory plan and provide students with time to identify their top personal goals for the semester, share their goals, make an individual online advisory folder and maintain a journal in that folder.
- **Show and Tell a Current Event:** This unit focuses on popular current topic such as bullying. Students are asked to define bullying and identify incidents related to bullying. Students maintain a Current Event journal, work in groups to research a current event about bullying and culminate in student presentations to their peers. Supported by Newsela, this will allow all students an opportunity to engage in a discussion/presentation about an event connected to the larger community.
- **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 the 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.
- **Cross Grade Community Project:** Students will work in committees to select a community organization that they will adopt and support for the semester through the creation of PSA's, flyers and fundraising activities, culminating in a community meeting rally showcasing the PSA's and emphasizing the successful fund-raising and service commitment.
- **Class Project:** A class project will be focused on class and school spirit, culminating in HTLA MS's First Annual Class Pep Rally, coordinated and managed by the 8th grade class, in which all classes participate.
- **Support Unit:** Time will be set aside in Advisory in the period leading into fall and spring final exams, to provide strategies for preparing for final examinations and review of study guides provided on Moodle by faculty for students for each course. Peer tutoring and quiet study time will be scheduled to assist students as they prepare for exams. Advisors may also facilitate additional supports as needed, including referrals to the Student Success Team (SST).
- **Gratitude Project:** Advisories will create gratitude slogans and posters that displayed around the school campus in the fall semester. In Advisory, students will discuss things in their lives about which they were most thankful and write and post thank you letters to people who made a difference in their lives. Throughout the project, Advisories will compete in a canned food drive to support the LA Food Bank.
- **Dream Project:** Built around the birthday of Dr. Martin Luther King Jr., Advisories will spend time reading articles about the Civil Rights Movement, viewing documentaries, and looking at Civil Rights photos. Each Advisory will create a Gallery of Civil Rights photos and quotes that will be exhibited along the walkways of the school. Each Advisory will create a poster that collects everyone's dreams which will be joined together in the Great Room of the school to create the school's Wall of Dreams.

- **Comprehensive Sexual Health and HIV Instruction:** Each grade level will receive age appropriate instruction on sexual and HIV. Instruction shall include all of the following: information about the value of abstinence; information about sexually transmitted diseases (STDs), including all Federal Drug Administration (FDA)-approved methods of reducing the risk of contracting STDs; information about all FDA-approved methods of contraception, including emergency contraception; information about California’s newborn abandonment law (Safe Surrender Law EC 51933 [12]) and California Penal Code 271.5) and skills for making responsible decisions about sexuality. Instruction will be provided by a Planned Parenthood Health Educator.

f. Visual and Performing Arts – Non- core/College-Preparatory

6th and 7th Grade Visual and Performing Arts

In sixth and seventh grades, a year-long survey course explores elements of dance, music, theater, and visual arts, aligned to state standards. Particular emphasis is given to transitioning the artistic expression in this course to other academic courses both in terms of content context and as methods of exhibiting mastery of those subjects. For example, a student may compose a play, a song, a dance or a painting that depicts a topic from World History. 6th grade concentrates mainly on visual and the performing arts while 7th grade concentrates on the visual arts as well as music.

Eighth graders will select from the following arts electives:

Dance – Non-core

Students apply variations of force and energy in their dance movements, demonstrating physical control and coordination as they perform different types of movement. Their dances show a variety of movements that use the principles of contrast and unity. At the same time, students’ movements and dances reveal deeper expressive intent and integrate the elements of dance in more complex ways.

Music Non- core

Students use standard music symbols for pitch, meter, and rhythm. They can improvise short, simple melodies and arrange favorite musical examples for different groups of voices or instruments. They are also able to relate why specific musical works of the past are considered exemplary and can explain how music can convey mental images, feelings, and emotions. As they perform, they are able to move beyond rote performances of musical selections and employ deeper emotional subtleties. Where possible, information technology is used to record and edit student-created pieces.

Theatre – Non-core

Students use terms such as *vocal projection* and *subtext* as they describe their theatrical experiences. As they perform, they show effective vocal and facial expressions, gestures, and timing. In writing plays and short theatrical scenes, they include monologues and dialogues showing a range of character types from a variety of cultures. Now students can use and evaluate with more confidence the makeup, lighting, props, and costumes employed in theatre.

Visual Arts – non-core

Students analyze how balance is used in two- and three-dimensional works of art. Using artwork to express a mood, a feeling, or an idea, they demonstrate more complexity and technical skill in their drawings, paintings, and sculpture. Through the use of a variety of resources, they can research and discuss the visual arts throughout history. They are also able to recognize and use art as a metaphor for

abstract ideas expressed in a variety of cultures and historical periods.

g. Technology – Non-core/College-Preparatory

6th grade Technology

The 6th grade course concentrates on the use of the standard suite of applications used in business, including word processing, spreadsheets, simple database creation, and presentation software. Students will be exposed to a variety of assignments centered on various computer activities.

Technology areas covered:

- Internet Ethics
- Computer terms/vocabulary
- Keyboarding
- Word processing
- Spreadsheets
- Presentation software

7th grade Technology

The 7th grade course extends the topics from the 6th grade course and adds basic web design, simple flash animation, beginning database creation, digital music creation and editing, video editing and beginning Java scripting.

8th grade Technology

Similarly, the 8th grade course extends the topics from the 7th grade course with further depth and complexity based on student interest. If staffing permits, tech electives may be offered for students to engage more deeply in web design, digital music creation and editing, video editing and Java scripting. Central to all courses, but emphasized in Tech class, will be digital citizenship and how to evaluate the veracity and value of information found online. In Tech class as well as Advisory, students will address what it means to be a digital citizen in an age with smart phones and tablets. For example, Cyber Civics is a digital media curriculum that will be used to train our faculty and will also be offered to parents.

h. X Block - Non-core/College-Preparatory

In eXercise Block, students move. They exercise more than 400 minutes/10 days. They participate in teacher-led, structured and standards-aligned activities designed to encourage athletic activity and health. Twice each semester, students will choose their X Block. This choice will be done by Advisory on a rotating basis in an effort to give each student their “1st choice” at least once a year. Teachers will determine specific X Block choices based on their own interests and student interest. Specific X Block activities may include: basketball, flag football, kickball, volleyball, walking, track and field, soccer, Crossfit, a Students Run LA marathon training club (grades 7 & 8) and yoga.

X Block is an important time in our program that serves multiple purposes. X Block gives the students a time to exercise which is critical to a healthy lifestyle. The session also gives a break, both cognitively and emotionally, from a rigorous academic program. This break allows students to stay focused on the demanding program of study. Finally, X Block is an organic space for interaction between students and teachers. This time allows students and teachers to deepen the bonds of interpersonal connection to an adult which have been shown to aid student performance.

Notably, the location of HTLA MS with access to both the YMCA and to the Parks and Rec field will

enable a broad range of X Block choices and ensure our students spend time each week outdoors during the school day.

14. INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

As detailed throughout this petition, HTLA MS’s project-based, hands-on approach to learning is designed to ensure students are engaged and motivated in their own learning. Our infusion of technology throughout the program helps students master critical 21st century skills while further bolstering engagement in learning at this critical middle grades age. Presentations of Learning and other authentic assessments embedded throughout the program help students develop confidence, reflect on their own progress and growth, and demonstrate true mastery of the content they have learned. Advisory curriculum, our small school size and programs such as X Block that engage every teacher in “fun” physical activity with students all help to create a strong sense of community and social support. Our innovative “POP Day” engages the entire school community in a one-day event that challenges students’ minds and bodies as they collaborate in a spirited competition.

15. INTERVENTION AND ENRICHMENT PROGRAMS

See sections above regarding Electives and X Block. Intervention and supports for students in need are detailed below.

16. CURRICULAR AND INSTRUCTIONAL MATERIALS

The academic program at HighTech LA Middle begins with the CCSS. Teachers will use CDE-adopted, standards-based, research proven curricula (textbook, online and curricular kits) for the core academic subjects. Core course curricula is selected based on review and recommendation of the department and/or grade level team based on the CCSS and CDE Frameworks for each subject.

The following key textbooks and online curricular resources will be utilized:

GRADE	SUBJECT	PUBLISHER	TITLE
6	English	McGraw-Hill School Education	Study Sync; Achieve 3000; Accelerated Reader; Newsela
7	English	McGraw-Hill School Education	Study Sync; Achieve 3000; Accelerated Reader; Newsela
8	English	McGraw-Hill School Education	Study Sync; Achieve 3000; Accelerated Reader; Newsela
6	Math	CPM	Core Connections Integrated Math I
7	Math	CPM	Core Connections Integrated Math II
8	Math	CPM	Core Connections Integrated Math III
6	Science	Lawrence Hall of Science, UC Berkeley	SEPUP Science: Issues and Earth Science
7	Science	Lawrence Hall of Science, UC Berkeley	SEPUP Science: Issues and Life Science
8	Science	Lawrence Hall of Science, UC Berkeley	SEPUP Science: Issues and Physical Science

6	Social Studies	TCI	History Alive! The Ancient World
7	Social Studies	TCI	History Alive! The Medieval World and Beyond
8	Social Studies	TCI	History Alive! The United States Through Industrialism
6-8	ELD	Pearson Education, Inc., p.a. Scott Foresman and Prentice Hall	CA Pearson iLit

As needed, primary curricula is adapted for students in need through the following process:

- Assess student test scores, project and homework assignments, individual strengths and weaknesses. (Data on new incoming students is collected during Bootcamp and from previous school's scores, where available.) 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 CCSS-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 kits (e.g., 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.

17. COMPREHENSIVE COURSE LIST

6 th Grade	7 th Grade	8 th Grade
Grade 6 Language Arts	Grade 7 Language Arts	Grade 8 Language Arts
Ancient World History	Medieval World History	U.S. History and Geography
Grade 6 Integrated Math	Grade 7 Integrated Math	Grade 8 Integrated Math
Advisory	Advisory	Advisory
Earth Science 6	Life Science 7	Physical Science 8
Visual and Performing Arts/Technology	Art/Music/Technology	Arts Elective
X Block	X Block	X Block

18. INSTRUCTIONAL METHODS AND STRATEGIES

In addition to the instructional methodologies detailed above (Backwards Planning, Project-Based Learning, Technology-Integrated Learning and Social-Emotional Learning and Support), the following strategies will be employed by HTLA MS faculty to facilitate student mastery of standards-aligned content and our own goals for student learning:

a. Presentations of Learning

One of the HTLA's signature innovative practices is the "Presentation of Learning" (POL). Students will

begin learning presentation skills in the sixth grade and build upon these skills each year. While students do many presentations throughout the year in their classes, the POL is a high-stakes culminating event that every student must successfully complete. Students will be given many opportunities to practice for their POL and as many opportunities as they need to pass their “Transitional” POL to the next grade level. The POL 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 POL and require the student to defend his/her work, much like a graduate school dissertation defense. POLs require a student to employ presentation skills, technology skills, and communication skills in a five to twenty minute presentation (depending on grade level) that culminates in an “on the spot” question and answer period that requires students to think critically and synthesize and analyze information.

b. Moodle

Teachers at our high school have developed an online set of tools on Moodle that allows teachers to give exams/quizzes, assignments, and lectures online, as well as allow students and their families to monitor assignments and classroom activities. This system will be used at HTLA MS. Additionally, Moodle allows students to take exams online, and both teachers and students receive immediate feedback. Instructors at HTLA MS can share this information with teachers from other schools, who can, in turn, shared it with their colleagues. As faculty at HTLA MS develop new assessments, curricula and tools for middle grades, these similarly will be shared with teachers from other schools.

c. Touch Screen Displays

All rooms at HTLA MS will be equipped with interactive touch screen displays such as Samsung DME-BR 75 Commercial. These displays can serve either as electronic whiteboards themselves or take projection from teacher laptops. This system has advantages such as the ability to save work so that it can be used again (or continued the next day). All notes and classwork written on a teacher laptop and projected can also be saved to a computer in many formats, including PowerPoint, HTML, and Microsoft OneNote, which can then be made available to students who may have missed class or want to review or even project onto student devices. Teachers can create presentations ahead of time but they can be easily annotated and extended during class based on discussions and questions.

In addition, the OneNote 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. Videos and sound clips can be used. 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 teachers’ laptops 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.

d. PowerSchool

HTLA MS will use PowerSchool as its student information system, leveraging data collection and analysis

capacities to enable teachers to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together in preparing 21st century learners for the future. The various online curriculum we utilize will provide a rich array of data points about each student in real time, including mastery of specific content strands and standards, while helping teachers identify which students need extra support or intervention, including re-teaching.

Powerschool also allows parents and students real-time access to student's grades, both cumulative and on an assignment-by-assignment basis, and student attendance records. As students become self-directed learners, they will learn to track their own progress and reflect on their accomplishments and challenges in meeting their own goals for each semester.

e. Extracurricular Activities

In addition to the core curriculum, HTLA MS is committed to offering students enriching experiences both tied to core academics and beyond. We will provide 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. Middle School students can participate in VEX Robotics, an organization which prepares them for FIRST Robotics at the high school level. Among the more popular extra-curricular activities at the high school is the Robotics Team, which competes nationally as part of the FIRST Robotics program. VEX Robotics is directly aligned with HighTech LA Middle School'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.

Additional clubs – which will be based on students' specific interests and initiative as much as possible -- will include activities such as Game Club (a computer gaming group), Operation Donation, Project Rainbow and Community Wishing Well (community service clubs), Middle School Public Debate Program, Anime Club, Filmmakers Club, Art Club and Sports Club. In addition, students will be engaged in student council, as class representatives or student body president and vice president, and as faculty-nominated "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. We are committed to providing the resources available to ensure students have both an academic and extra-academic life at HTLA MS. Finally, it is our hope to make available to as many students as possible the various programs available at the YMCA. While these clearly are not school events, and will not be promoted as such in any way, the immediate vicinity of both the YMCA and the Los Angeles City Parks and Recreation facilities do open opportunities for students to become more engaged with their community.

f. "Bootcamp" – Summer Bridge

Modeled on the 9th grade summer orientation already in place at HTLA, newly entering middle grades students will be afforded a similar program designed to help students with the transition to middle school. While participation is voluntary, all new students are strongly encouraged to participate. Over the course of three days, new incoming students will be introduced to the school and to the fundamentals of how HTLA MS works. In addition to getting their programs, books, email addresses and computers, students participate in several age-appropriate ice-breakers. Finally, students will be tested in math and ELA to help determine as quickly as possible any interventions that may be appropriate or necessary.

19. HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

As detailed above, the entire content of HTLA MS' curriculum will have the California state standards, including CCSS and NGSS, as its foundation. Units will be explicitly designed to ensure all grade-level standards are met. HTLA MS recognizes the importance of regular, ongoing professional development in the continued implementation of the CCSS and realizes the importance of keeping abreast of CCSS developments, new publications and requirements.

20. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

As evidenced by our name, technology is a critical component of our school model and will be pervasive in all aspects of the school's culture, as it is in the world's culture. Our students in grades 6-8 will use technology 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 interactive learning games. As detailed above, students will have a separate "technology" class in 6th and 7th grades to train them in the ethical use of computers, the internet and social media, the Microsoft office suite, keyboarding, internet research, Moodle, and PowerSchool, basic web design and Flash animation. In addition to this technology class, technology will be integrated into all middle school classes.

All teachers will use the HTLA MS website and a popular online forum called "Moodle" (an open source LMS) for posting grades and collecting homework and class notes, giving online tests, setting up student journals, and creating discussion boards. New teachers will quickly become adept with tablets and classroom touch displays, PowerPoint, the Internet and PowerSchool, HTLA MS's Student Information System (SIS). Evaluators will 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. As at our high school, students will be welcomed to contribute to the administration and efficacy of the school with their own ingenuity and skills: at the high school, one student developed an online interface for tracking student lunch requests and distribution using barcodes on student IDs. Other students have been the assistant to the IT Director.

All students will be 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 school will be 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 will be 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 – these skills are explicitly taught both within the technology courses as well as core subject courses (i.e., and English class might include specific instruction on internet research and citation skills, using Word, etc.). These benchmarks are referenced against ISTE standards.

Digital citizenship is very important. All students and interested parents will be 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 will be trained to gauge quality and reliability of websites, and teachers will check student's work for plagiarism continuously. HTLA MS staff will work as a team to evaluate software and online resources.

The Technology coordinator notifies staff if there are issues with an online resource or software. Teachers have the ability to block websites during their classes using the Dyknow monitoring system. This helps keep students from being distracted by their technology.

21. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

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.

HTLA MS will seek WASC accreditation.

22. ACADEMIC CALENDAR AND SCHEDULES

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.

a. Academic Calendar

The school calendar shares nearly all vacations and holidays with the Los Angeles Unified School District and includes 180 days of school instruction and 56,265 minutes of instruction. The following is a draft Academic Calendar for our first year of operations, 2018-19:

HighTech LA Middle School																		
Academic Year 2018-19																		
S	M	T	W	Th	F	S	July		S	M	T	W	Th	F	S	January		
1	2	3	4	5	6	7	7/23 - 7/31	Teacher PD				1	2	3	4	5	1/7	Pupil Free Day
8	9	10	11	12	13	14			6	7	8	9	10	11	12	1/8	1st Day of Spring Semester	
15	16	17	18	19	20	21			13	14	15	16	17	18	19	1/21	MLK Jr. Holiday	
22	23	24	25	26	27	28			20	21	22	23	24	25	26			
29	30	31							27	28	29	30	31				Total Instructional Days	17
S	M	T	W	Th	F	S	August		S	M	T	W	Th	F	S	February		
			1	2	3	4	8/1 - 8/3	Teacher PD						1	2	2/18	Presidents Day	
5	6	7	8	9	10	11	8/7 - 8/9	Student "Boot Camp" Intro	3	4	5	6	7	8	9			
12	13	14	15	16	17	18	8/13	Pupil Free Day	10	11	12	13	14	15	16			
19	20	21	22	23	24	25	8/14	1st Day of Fall Semester	17	18	19	20	21	22	23			
26	27	28	29	30	31		Total Instructional Days	14	24	25	26	27	28				Total Instructional Days	19
S	M	T	W	Th	F	S	September		S	M	T	W	Th	F	S	March		
						1	9/3	Labor Day						1	2			
2	3	4	5	6	7	8	9/10	School Holiday	3	4	5	6	7	8	9			
9	10	11	12	13	14	15	9/19	School Holiday	10	11	12	13	14	15	16			
16	17	18	19	20	21	22			17	18	19	20	21	22	23			
23	24	25	26	27	28	29	Total Instructional Days	17	24	25	26	27	28	29	30	Total Instructional Days	21	
30									31									
S	M	T	W	Th	F	S	October		S	M	T	W	Th	F	S	April		
	1	2	3	4	5	6				1	2	3	4	5	6	4/1	Remembrance Day	
7	8	9	10	11	12	13			7	8	9	10	11	12	13	4/22 - 4/26	Spring Break	
14	15	16	17	18	19	20			14	15	16	17	18	19	20			
21	22	23	24	25	26	27			21	22	23	24	25	26	27			
28	29	30	31				Total Instructional Days	23	28	29	30					Total Instructional Days	16	
S	M	T	W	Th	F	S	November		S	M	T	W	Th	F	S	May		
				1	2	3	11/12	Veterans Day (Observed)				1	2	3	4	5/27	Memorial Day	
4	5	6	7	8	9	10	11/19 - 11/21	Student POLs	5	6	7	8	9	10	11	5/28 - 5/30	Minimum Day	
11	12	13	14	15	16	17	11/22 - 11/23	Thansgiving Break	12	13	14	15	16	17	18			
18	19	20	21	22	23	24			19	20	21	22	23	24	25			
25	26	27	28	29	30		Total Instructional Days	16	26	27	28	29	30	31		Total Instructional Days	22	
S	M	T	W	Th	F	S	December		S	M	T	W	Th	F	S	June		
						1	12/21	Last Day of Fall Semester							1			
2	3	4	5	6	7	8	12/18 - 12/20	Minimum Day	2	3	4	5	6	7	8			
9	10	11	12	13	14	15			9	10	11	12	13	14	15			
16	17	18	19	20	21	22			16	17	18	19	20	21	22			
23	24	25	26	27	28	29			23	24	25	26	27	28	29			
30	31						Total Instructional Days	15	30									
Legend																		
Total Instruction Days						180												
Holidays/Vacation Days						15												
Summer Teacher PD						10												
Summer "Boot Camp"						3												
Pupil Free Days						3												
POL/TPOL						5												
Miniumum Day						6												

b. Sample Daily Schedules

HTLA MS has block scheduling for the school week for all grades. Periods 1, 2, and 3 meet on Mondays and Wednesdays. Periods 4, 5, and 6 meet on Tuesdays and Thursdays. All periods meet on Fridays, though Art and Technology (3/6 in our sample) will alternate. Students participate in X-Block on Mondays, Tuesdays, and Fridays, and have an Advisory Study Hall on Wednesdays and Thursdays.

Classes begin at 8:45 AM every day and end at 2:50. Additional time is allotted before and after school for tutorial hours and computer use. The bell schedule is the same for all three grade levels.

Monday/Tuesday	Start	End	Instructional Minutes
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Teacher Meeting or Tutoring	8:00 AM	8:40 AM	
1,4 (ELA/Math)	8:45 AM	10:05 AM	80
Nutrition	10:05 AM	10:25 AM	
2,5 (Social Sci./Science)	10:25 AM	11:45 AM	80
Lunch	11:45 AM	12:15 PM	
X-Block	12:15 PM	1:30 PM	75
3,6 (Art/Technology)	1:30 PM	2:50 PM	80
Dismissal		2:50 PM	
Optional Tutoring/Club Meetings	3:00	4:00	
		Instructional Minutes	315
Wednesday/Thursday	Start	End	Instructional Minutes
Teacher Meeting or Tutoring	8:00 AM	8:40 AM	
1,4 (ELA/Math)	8:45 AM	10:15 AM	90
Nutrition	10:15 AM	10:35 AM	
2,5 (Social Sci./Science)	10:35 AM	12:05 PM	90
Lunch	12:05 PM	12:35 PM	
Advisory	12:35 PM	1:20 PM	45
3,6 (Art/Technology)	1:20 PM	2:50 PM	90
Dismissal		2:50 PM	
Optional Tutoring/Club Meetings	3:00	4:00	
		Instructional Minutes	315
Friday	Start	End	Instructional Minutes
Tutoring	8:00 AM	8:40 AM	
1 (ELA)	8:45 AM	9:35 AM	50
2 (Social Sci.)	9:35 AM	10:25 AM	50
Nutrition	10:25	10:40	
3 (Art)/6 (Tech) alternating	10:40 AM	11:30 AM	50
4 (Math)	11:30 AM	12:20 PM	50
Lunch/Club Meetings	12:20 PM	12:50 PM	
X-Block	12:50 PM	2:00PM	70
5 (Science)	2:00 PM	2:50 PM	50
Dismissal		2:50 PM	
		Instructional Minutes	320

<u>Minimum Day Schedule</u>

Period	Start	End Time	Length
1, 3, 5	08:45 AM	11:00 AM	135
Lunch	11:00 AM	11:30 AM	30
2, 4, 6	11:30 AM	01:30 PM	120

c. Instructional Minutes

HTLA MS exceeds the required number of instructional minutes set forth in the California Education Code. Grades 6-8 require 54,000 instructional minutes per year and will offer over 56,000 minutes for each grade level. HTLA MS will offer 180 total days of instruction. Of those days, 145 of them are at 315 instructional minutes and 29 are at 320 instructional minutes while 6 are minimum days at 255 instructional minutes.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number on Instr. Minutes Per Minimum Day	Number of Friday Schedules	Number of Instr. Minutes in Friday Schedule	Total Number of Instructional Days	Minutes Req'd Per State Law	Total number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't
TK/K	N	0	0	0	0	0	0	0	0	0	0	0	0
1	N	0	0	0	0	0	0	0	0	0	0	0	0
2	N	0	0	0	0	0	0	0	0	0	0	0	0
3	N	0	0	0	0	0	0	0	0	0	0	0	0
4	N	0	0	0	0	0	0	0	0	0	0	0	0
5	N	0	0	0	0	0	0	0	0	0	0	0	0
6	Y	145	315	0	255	6	255	29	320	180	54000	56485	2485
7	Y	145	315	0	255	6	255	29	320	180	54000	56485	2485
8	Y	145	315	0	255	6	255	29	320	180	54000	56485	2485
9	N	0	0	0	0	0	0	0	0	0	0	0	0
10	N	0	0	0	0	0	0	0	0	0	0	0	0
11	N	0	0	0	0	0	0	0	0	0	0	0	0
12	N	0	0	0	0	0	0	0	0	0	0	0	0

G. TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT

1. TEACHER RECRUITMENT

HTLA MS will attract and recruit teachers qualified to deliver the instructional program through a variety of search methods including EdJoin, CCSA job fairs and website, advertisements at local colleges and universities and word of mouth. Our Principal, joined in later years by lead teachers, will lead all hiring, selecting teachers based on written applications, interviews, (where possible) demonstration lessons, and reference checks. All teachers are highly qualified as required.

Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities.

2. PROFESSIONAL DEVELOPMENT

Teachers of HTLA MS will be prepared to deliver focused and standards-based instruction in all subject areas, along with a project-based, technology-infused curriculum. HTLA MS will schedule 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. HTLA MS will set up comprehensive, interactive presentations on proven assessment measures and standardized tests. In addition, HTLA MS will recruit industry experts in areas such as manufacturing and product design and/or involve our teachers in customized technology training programs.

By design, professional development at HTLA MS 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 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 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 school's management and collaborative culture.

Professional development conducted at the school site will primarily focus 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.

In addition, an Instructional Rounds approach will be used to examine student and school performance; the evaluation will carefully assess classroom instruction and student learning at HTLA MS. An Instructional Rounds committee will be formed at HTLA MS (one already is in place at HTLA), made up of teachers and administrators. Instructional Rounds is based on a practice adapted to education from the field of medicine and 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.

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 HTLA MS staff meet with their grade level groups (6-8) for soon after the summer Bootcamp and prior to the start of school to plan the school year. ² Faculty review information gathered about incoming students—both those known from the previous year and the new Students—to map the core curriculum for students and staff, and choose instructional materials, other resources and supports. Faculty review and plan differentiated instruction, including strategies for EL and SpEd students, as well as

² Pending funds availability, including through the Public Charter Schools Grant Program start-up grant, we hope to have a three-week summer PD/planning session prior to the opening of the school in 2018, with 5-10 days of summer PD/planning each subsequent year, based on teacher needs.

	other students with special needs. From this base, PD evolves over the 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.
Common Planning Time and “Critical Friends” Sessions	<p><u>Monday AM Staff Meetings (8:00-8:40)</u>: All staff meet with their grade level groups to discuss operations related to master schedules, pacing schedules for all subject areas (including modifications for students with special needs), 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.</p> <p><u>Thursday AM Planning and “Critical Friends” Sessions (8:00-8:40)</u>: Staff, invited consultants and stakeholders discuss curriculum and instructional strategies to engage students, including LTELs, SpEd, foster/homeless youth and others who face challenges in the instructional program or school life. 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 across academic disciplines, discuss needs of individual students/subgroup needs, create interventions, and problem-solve around benchmarks for each grade based on NCLB/CCSS. 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.</p> <p><u>Project-Based Planning</u>: All day every day as teachers and staff collaborate on project-based instruction.</p>
Instructional Materials Training	As new instructional materials are adopted or new software is installed, appropriate staff receives training from HTLA MS staff and/or vendors, including differentiation instruction for ELs/SpEd and students who are low-achieving.
External Training	HTLA MS staff will receive training, coaching and mentoring from district and stakeholder sources and from higher education and industry partners.
Conferences	Staff members will attend conferences and share their knowledge at staff meetings.
Induction Training	Induction training includes orientation to HTLA MS and research-based methods used for instruction, as well as school policies and procedures, compliance matters (child abuse reporting, etc.). All teachers attend a Critical Friends Staff Retreat annually. HTLA MS teacher-led technology training in Photoshop, Excel, web programming, ActivBoard, and Moodle.
Technology Training	Technology is incorporated into most PD. Professional IT staff support teachers and their classrooms and informally coach teachers on-the-job. Training through the Buck Institute for Education will teach teachers how to use technology to support collaborative/standards-focused projects, the foundation of the HTLA MS instructional model.

First Year Professional Development	<p>Prior to the beginning of the first year of operation, in addition to the faculty retreat, there will be two weeks of Professional Development that will include:</p> <ul style="list-style-type: none"> • Project Based Learning (Buck Institute) • Marzano Training on Rigor • Use of classroom technology • Use of Moodle • Use of Powerschool
Teacher Recruitment	<ul style="list-style-type: none"> • HTLA MS will recruit teachers from a variety of sources including EdJoin, Teacher Recruitment Fairs, Teacher Training Colleges and Universities. • Teachers with experience using technology in the classroom, with middle school students, with Project Based Instruction, and constructivism in the classroom will be a priority. • Teachers without the experience listed above will receive inservice prior to school and throughout the school year.

H. MEETING THE NEEDS OF ALL STUDENTS

HTLA MS will strive to meet the needs of all students regardless of ability or background. However, the school does not group by ability or other characteristics. All students are in the same classes regardless of their status as English Learners (ELs), socio-economically disadvantaged students, high achieving students, students achieving below grade level, and special education students. The school recognizes that some students will need intervention in order to be successful at HTLA MS

Student supports are also designed as a means for prevention, intervention, and acceleration of learning.

Additional supports will be introduced for any student who:

- is performing more than one level below or more than one level above his/her actual grade level
- is not on track to make at least one grade level of growth in reading, writing, and math
- does meet the two criteria above but has persistent challenges with the school's academic or behavioral expectations

A Student Success Team (SST) will be the process by which students are identified for additional supports and individualized plans are created for each student based on their educational needs. The SST process will include identifying additional instructional supports, a timeline for implementation, goals for the student, and means for assessment. All SST plans will be communicated with parents, students, teacher(s) and the Principal.

1. STUDENT SUCCESS TEAM (SST)

Despite the many strengths of the school's programs, additional support may be necessary when students are not making satisfactory academic progress. On those occasions, the Student Success Team (SST) will ensure that the school and community are doing everything possible to make students

successful at school. The SST mobilizes and coordinates the school's resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the Principal (and in later years as the school grows, Assistant Principal), who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development.)

The SST process begins by reviewing the student's progress and clarifying the student's strengths and other known background information, and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successfully implementing these interventions. Following the implementation of an SST plan and follow up, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed.

2. ENGLISH LEARNERS (EL)

ENGLISH LEARNERS

Charter School shall identify potential English Learners (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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.

Based upon the data from the surrounding neighborhood schools, we expect approximately 30 % of students to be English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. HTLA MS teachers, staff and school leaders will communicate to parents in Spanish as needed—but will use English instruction for the content areas in the classroom.

a. Identification of English Learners

HTLA MS's EL program, which will adopt the LAUSD English Learner Master Plan, is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level CCSS mastery and English-language proficiency.

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

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

Students are monitored in conjunction with the California English Language Development Standards levels described below:

1. **ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
2. **ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
3. **ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
4. **ELD 4: Early Advanced:** The student will respond in English using complex

vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.

5. **ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Parents are notified of their child's ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified.

b. Educational Program for English Language Acquisition

All EL students will learn with all other students in the classroom during instructional time. In addition, EL students will have English language tutoring time in small groups twice weekly. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

All teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by HTLA MS will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. HTLA MS's philosophy of differentiated instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the following practices to support universal access of subject matter content for all students:³

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

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction for a sixth grade social science unit on Ancient

³ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

Greece might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied

Flowcharts – Students sequence important events in the development of the Greek culture.

Cause and Effect Chart – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

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

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

Quotes – Students identify quotes from a fictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Greek culture they feel the quote illustrates.

c. How The Program Will Meet The New State ELD Standards And Use The Results Of The ELPAC

HTLA MS bases its English Learner support program on the new California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, HTLA MS teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually. Our EL Coordinator will partner with the classroom teachers to include ELD goals on students’ learning plans. Additionally, our EL Coordinator will assess student progress towards attainment of the standards using standards-based portfolios.

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

HTLA MS will ensure that teachers are qualified and supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified, and will place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students’ needs.

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

d. Services And Supports For English Learners, Including Instructional Strategies And Intervention

See Section (b) above. Teachers will have access to ELD assessment results to inform program

placement, reclassification, and instruction. HTLA MS will use assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

HTLA MS will provide high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and scaffolding. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. As noted above, EL students will have English language tutoring time in small groups twice weekly during the regular ELA period, with focused time devoted to SDAIE strategies incorporated in regular classroom instruction.

e. Process For Annual Evaluation Of The School's English Learner Program

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

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the ELD standards by level (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

f. Process and Specific Criteria For Reclassification

HTLA MS monitors student mastery of the ELD standards through the use of portfolios. The portfolio is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the LAUSD Master Plan. (LAUSD Reference Guide, 2004). Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The ELD Coordinator reviews EL portfolios at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening,

and speaking.

The following assessments are examples of EL portfolio evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

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

Students scoring Early Advanced (4) or Advanced (5) on the ELPAC are considered for possible reclassification. If a student scores below Intermediate on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered to reclassification despite an overall score of Early Intermediate or advanced. Teachers will submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

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

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

g. Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the EL Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English

proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that HTLA MS provides for all students.

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide HTLA MS teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas⁴:

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- Overall Proficiency: A general descriptor of ELs’ abilities at entry to progress through, and exit from the level;
- Early Stages: Descriptors of abilities in English language that ELs have at the early stages of the level; and
- Exit Stages: Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- Three Modes of Communication: collaborative [engagement in dialogue with others]; interpretive (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and
- Two dimensions of Knowledge of Language: “Metalinguistic Awareness,” or the extent of language awareness and self-monitoring students have at the level; and “Accuracy of Production,” or the extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in

⁴ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of task.

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). HighTech LA sets a demanding reclassification target annually. The EL Coordinator serves as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

h. Process for monitoring progress and supports for Long Term English Learners (LTELs)

LTELs participate in ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Because the needs of LTELs are varied, we will work with our ELD Coordinator and classroom teachers to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. HTLA MS prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. Students are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

LTELs will receive dedicated ELD instruction in both intervention classes (offered twice weekly for 40 minutes each during ELA instructional block) and via online curriculum in order to develop specific academic vocabulary and language structures.

3. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

The philosophy of the school is that within a heterogeneously grouped classroom, each student is challenged at his or her own level. This includes gifted students, thus HTLA MS will not identify or segregate GATE students from their peers. The progress of gifted and talented students is tracked and monitored by faculty through Critical Friends groups and by school leaders, just as the progress of all students is monitored. 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.

According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, “a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given.” (Tomlinson, 1995.) HTLA MS will employ many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and

- teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom's taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products;
- Opportunities for leadership roles and mentoring outside of the classroom.

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program.

4. STUDENTS ACHIEVING BELOW GRADE LEVEL

Students will be identified as low achieving by multiple measures, including state standardized assessments, in-house benchmarks, teacher observations, low achievement on curriculum assessments, parent input or SST recommendations. At-risk students are targeted for specific areas of growth by student goals. The teachers monitor progress using the multiple measures mentioned for students who are identified as academically low achieving that do not show progress after the first term review. Students will be recommended to the SST, where appropriate staff will consult for additional interventions and supports, and determine next steps.

Targeted support for students who are academically low achieving may include:

- Tutoring;
- Focused attention – prepared in consultation with the student and the parent/guardian, if needed in the context of the Student Success Team process, regarding specific strategies and supports;
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve;
- Other program modifications and supports as determined by the classroom teacher;
- More frequent parent-teacher communication and parent involvement;
- Access to technology at home and school for mastery of target areas of growth (i.e. ST Math, Accelerated Reader, etc.).

Classroom modifications also may be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

5. SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is not a determinate factor in a students' ability to succeed academically. If students that are socioeconomically disadvantaged also are academically low achieving or struggle with learning differences or are identified as English Learners, HTLA MS will utilize strategies described in other sections of this petition. HTLA MS will identify SED students based on free/reduced meal forms at the time of enrollment. Like all other subgroups, school leaders and faculty will monitor the progress of SED students throughout the year by disaggregating test and other assessment data.

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Parents will be able to drop-off their children starting at 7:30 a.m. and after-care will be provided (pending funding) until 6:00, both to best serve our students' needs and accommodate working families.

In addition to ensuring socioeconomically disadvantaged students are academically prepared, we will also assist with families in need of uniforms or school supplies. We will fundraise money to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc. In addition, we will connect with local non-profit agencies for referrals for social services if needed by our families.

6. STUDENTS WITH DISABILITIES

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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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.

7. STUDENTS IN OTHER SUBGROUPS

HTLA MS will offer a variety of support for students with extraordinary needs, such as foster youth, homeless youth, students dealing with substance abuse, pregnancy and more. Our extensive intervention program provides several levels of guidance depending on the need of the student. For example, HTLA MS counselor, psychologist and administrators will collaborate closely with a student's wrap around team (social workers, etc.) and ensures close communication with external service providers (as appropriate) regarding a student's welfare and progress in school.

As detailed above, our SST process and teacher training will ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations such as Institute for Multicultural Counseling and Education Services.

I. "A TYPICAL DAY"

A typical day at HighTech LA Middle School will begin with students arriving on campus between 7:30 and 8:45 am when the school day begins. Students greet each other, socialize, do lessons, meet in groups to work on projects, or attend tutoring. Some students will check their email, review assignments on Moodle, or check their grades in PowerSchool. On Mondays and Thursdays, teachers meet for Monday morning calendar meetings and Thursday morning curriculum meetings from 8 to 8:40 AM.

When the school day begins, a visitor will see students in classes having teacher directed lessons in from of an touch display using PowerPoint or Prezzi, in project rooms or outside working in groups, taking notes on their tablets, doing research on their tablets, and using their tablets to produce classroom deliverables.

In Social Studies or English class, a visitor would see the teacher flipping through maps on the touch display, students using Prezzi to do a presentation on literature, or students working on a presentation in groups. The teacher would be circulating around the room, observing the groups while using his/her tablet to monitor or control students' screens, send an instant message to a group regarding their research, or send one or all of the students a message or email using Office 365. In a Science class, a

visitor would see students looking at a wireless microscope synched with their tablets to view an image magnified 50x to 100x so that the students can see the world around them at microscopic levels. The teacher would have students come to the microscope to project an image of interest to them to the rest of the students. Students would be taking Math diagnostic tests on ALEKS and taking a generated knowledge map or relearning concepts with which they are having difficulty. Some students would be using Kahn Academy to help relearn a difficult concept. The teacher would be giving direct instruction to a small group of students or doing guided practice. At the end of classes, the teacher would email parts of all of the day's lesson to each of the students in the class as well as remind them to check Moodle for upcoming assignments. A visitor looking at a Moodle page would see homework assignments, descriptions of projects, study guides, readings, and videos.

At nutrition and lunch, students would be sitting in groups having a snack, working on lessons, playing basketball or volleyball. Some students would be in a classroom with a teacher getting some clarification on a lesson.

Students in X Block would be working on body conditioning, doing drills in preparation for Physical Fitness Testing, learning the rules of the next sport they would be engaging in or playing baseball, basketball, volleyball or other team sporting activities. In art class, students would be painting "in the style of" various artists they have studied as the teacher circulated the room or doing his/her own "in the style of" painting and projecting it onto the touch display.

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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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.

A. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section D.5, *The Requirements Of California Education Code §47605(B)(5)(A)(ii)*.

B. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section D.5, *The Requirements Of California Education Code §47605(B)(5)(A)(ii)*.

C. MEASURING PUPIL PROGRESS TOWARDS OUTCOMES: FORMATIVE ASSESSMENT

The curriculum of HTLA MS is based on delivering a CCSS-based and technology-infused curriculum that emphasizes mathematics, science and engineering in order to prepare students for post-secondary education and careers in high technology fields. The school also aims to provide a more personalized learning experience for students through small class size and extended periods for project-based instruction.

Student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities) to determine achievement of goals. Additional internal assessments, such as teacher-created, publisher and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. Throughout the year benchmark student achievement data will be analyzed among the school faculty during pupil-free professional development days.

Our faculty will use a variety of assessments to measure individual students’ attainment of state content standards and the objectives of our curriculum. At the beginning of each academic year, teachers administer NWEA/MAPs norm-referenced assessments as a benchmark for both ELA and math, and also conduct informal assessments of student skills and knowledge in each core academic area (literacy, math, social studies and science).

Official checklists and rubrics from the published curriculum programs, online resources and teacher-created, will play a major role in teachers’ determination of student achievement of standards mastery. Effective rubrics are implemented which are general-purpose or subject specific. Rubrics are clear, understandable, valid, reliable, and “user friendly.” Rubrics provide a picture of clear performance levels and comprehensive criteria for each level, and include distinguishing criteria that clearly differentiates each performance level. In general, rubrics are an overall scoring system for performance. More informal assessment techniques will also play a major role including teacher observation, homework samples, written work and more.

The other schoolwide benchmark assessment that is used to assess all students’ abilities in oral presentation and critical thinking are the Presentations of Learning made by all students in grades 6-8 during the Fall semester. These Presentations are scored based on grade-level rubrics and students and faculty alike receive the results. Students must successfully pass Transitional Presentations of Learning at the end of the Spring Semester to advance to the next grade level and the Presentations in the Fall act both as a “practice” for the students and as a benchmark assessment for faculty to inform them whether additional instruction and practice is needed by students in basic presentation skills which form a part of the English Language Arts and Social Studies State Standards, and are also necessary to promote the ESLR’s we have adopted at the school.

The following chart illustrates the types of assessments administered by subject, grade level, and frequency.

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
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Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	6-8	Daily and /or weekly
Publisher-Designed Assessments	Assess standards mastery	6-8	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	6-8	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	6-8	Once a year
New NGSS-aligned Science Test	State Assessment in Science	5, 8	Once a year
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	6-8	Beginning, mid- and end-of-year
ELPAC	Measure language acquisition	6-8	Upon enrollment; Every Year
Presentations of Learning	Measure mastery of grade-level content	6-8	End of each semester

D. DATA ANALYSIS AND REPORTING

HTLA MS will utilize PowerSchool to track and monitor students' progress on classroom and state standardized assessments. Administrators and teachers will regularly analyze student data to identify strengths and weaknesses and create action plans for instruction and determine areas for intervention. This analysis will be done for individual students, as well as subgroups, whole classes, grade levels and schoolwide to help fuel continuous improvements at every level. School leaders and the Board will review student achievement data and other metrics (attendance, behavior, survey results, etc.) to assess whether HTLA MS is meeting its annual goals and what additional resources or changes may be needed to ensure the school's success. Through individual report cards, school newsletters/website, Board meeting agendas and minutes and other "official" documents (the LCAP, SARC, etc.) the school will distribute information about the school's progress, successes and challenges to all stakeholders.

The Principal will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities.

Data review also will be used by school leaders to assess teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

E. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

HTLA MS's grading policy is based on demonstration of mastery of CCSS. Grades include student performance on in-class work, homework, assessments (tests, essays, presentations of learning, project

work), and other components such as participation in group projects and in-class participation. Each HTLA MS teacher (with oversight by the Principal) determines the weight that each component of the grade will receive ((e.g., project work counts for 40% of the semester grade, homework counts for 20%, etc.) and puts his/her policy in the course description and on Moodle. Students' final passing marks are A – 100% - 90%, B – 89% - 80%, and C – 79% - 70%. Grades of D and F – 69% and below are not passing. Parents are formally notified of their child's progress at the five week, ten week, fifteen week, and final report cards each semester. In addition, parents have access to PowerSchool at all times and can login and receive up to the minute, real time grade for their student.

During the summer prior and into the first month of the school's operation, the Principal and teachers will collaboratively review the report card format, policies and procedures that will be used to report student progress. All instructional staff will receive detailed training about the preparation of these reports during professional development sessions during summer and throughout the year.

Despite various interventions and extra supports (detailed extensively above), if students are still far below grade level or failing to make passing grades in three or more classes, another possible intervention will be retention. Research shows that retention is rarely beneficial and HTLA MS views this as a last resort when, in spite of the aforementioned ongoing interventions, a student cannot exhibit mastery of grade level standards. Parents will be informed through SST meetings and in written reports of student progress about possibility of retention by the end of the second trimester (March). Although parents will be informed throughout the process, the final decision for retention rests with the HTLA MS administration and will be made on a case-by-case basis.

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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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

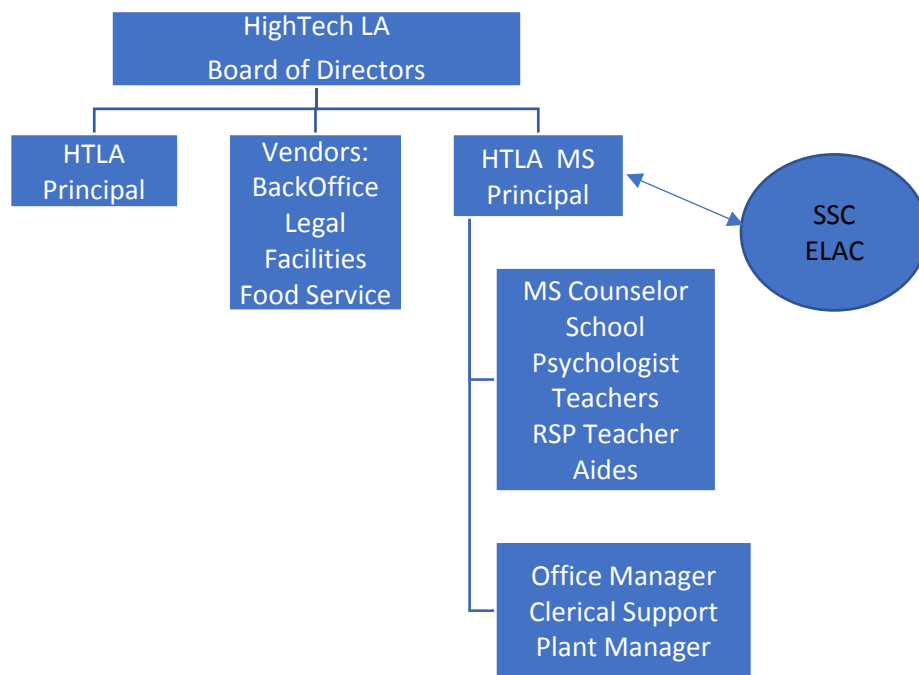
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands 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.

A. GOVERNANCE STRUCTURE

HTLA MS will be a direct-funded independent charter school, operated by HighTech LA, a California Nonprofit Public Benefit Corporation with 501(c)(3) status from the IRS, pursuant to California law. HTLA

MS will be governed by the HighTech LA Board of Directors (“Board”) in accordance with California’s Charter Schools Act, the Nonprofit Public Benefit Corporation Law, the corporation’s Bylaws and the terms of this charter.

1. ORGANIZATIONAL CHART



2. BOARD OF DIRECTORS

HTLA MS will be governed by the HighTech Los Angeles Board of Directors, who will maintain active and effective governance in accordance with its charter and its adopted corporate bylaws that shall be consistent with the terms of this charter.

Originally formed prior to the founding of HTLA, our Board of Directors is guided by our Bylaws. The Board will have a maximum of 20 directors and no less than five.

All board members will serve three year terms, with staggered rotation of terms: for the current nine directors on the board, no more than two or three of their terms expire in any given year. Selection of future members will be by consent of the Board (via election) to expressly fill positions that work within the needs of HTLA MS and its Board of Directors. Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of HighTech Los Angeles. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, and more. Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board’s designated number of directors.

HighTech Los Angeles will comply with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act.

a. Board Meetings and Duties

The Board meets once a month for at least ten months out of the year; additional meetings may be called as necessary. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). All Board and Board committee meetings are held within the boundaries of LAUSD, rotating at different HTLA school sites, with telephonic participation available within the requirements of the Brown Act. Directors may participate in a meeting through use of conference telephone, or other electronic transmission in compliance with the Bylaws so long as:

- 1) Each director participating in the meeting can communicate with all of the other directors concurrently and;
- 2) Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection specific to, a specific action to be taken by the corporation.
- 3) For any meeting with board member telephonic participation, the agenda identifies the teleconferenced location and that location is open to the public. The agenda is also posted at the teleconferenced location. All votes taken at a meeting with telephone participation shall be roll call vote. At least a quorum of the board must be present within the jurisdiction of the corporation.

Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the Charter School, at the entrance of the Charter School's main office, and on the Charter School's website for public viewing at least 72 hours in advance of scheduled meetings. The schedule for regular Board meetings will also be included in the school's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book located in the corporate records and available for review by the public.

One quarter (1/4), but not less than two (2), of the authorized directors then in office constitutes a quorum. All matters shall be decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required by the California Nonprofit Public Benefit Corporation Law or by the Articles of Incorporation or Bylaws, except that a meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

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

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of HTLA MS including but not limited to the following:

- Ensure HTLA MS meets its mission and goals

- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Principal;
- Approve contractual agreements in accordance with Board policies;
- Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of HTLA Schools;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support the Charter School
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel to take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which HTLA MS is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of HTLA Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

3. HTLA MS PRINCIPAL

The Principal will serve as the instructional and operational leader of the Charter School and oversee all instructional and administrative staff at the school site. He/she will recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff with Board approval and in accordance with Board policies and employment contracts; provide leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement; assess progress toward meeting the goals; provide guidance, supervision, and assistance in instructional practices and curriculum and assessment development that is standards-aligned and culturally relevant and responsive to the language, social,

and the academic needs of the student population. Additional details are provided in Element 5.

4. PARENT INVOLVEMENT IN DECISION MAKING

Parents will be involved in decision-making in regard to the overall school program in the following ways:

- Parent representation on the School Site Council: The School Site Council will include 12 members: 6 staff (including the Principal, the majority of which are teachers,) 3 parents or legal guardians, and 3 students, which will meet monthly to advise the Principal on school policies, resource allocations and other matters, assist in the development of the School Safety Plan, develop, and review and adopt the Single Plan for Student Achievement. The Council is advisory in nature, with decision-making authority retained by the Principal and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors.
- Parent participation in the school's English Learner Advisory Committee (ELAC), as applicable (if HTLA MS enrolls 21 or more EL students).
- Parent participation in the Parent Association, as described below.
- Parent attendance at Board meetings and engagement in the annual goal setting and reflection process for the annual LCAP.
- Parent completion of annual surveys, with incentives offered to generate full participation.

All parents of enrolled students are invited to be members of the Parent Association. The Parent Association will facilitate open communication among the entire HTLA MS community through monthly meetings where parents share information and have the opportunity to learn more about school activities and educational programming. Meetings will feature updates on committee work, parent education events conducted by HTLA MS staff and outside guest speakers, and opportunities for open discussion and mutual support. The Parent Association will also encourage community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. A president of the Parent Association will be elected by the membership each spring to serve the following year. The Parent Association leaders will collaborate with the Principal to maintain a comprehensive list of volunteer opportunities including but not limited to the following:

- Playground supervision before and after school and during recess
- Assisting during school celebrations and events
- Assisting in an enrichment class
- Hospitality (hosting a visiting teacher candidate or speaker)
- Service as "Class Parent"
- Coordinating and chaperoning field trips
- Assisting with fundraisers
- Assisting in the office

While all parents will be encouraged to volunteer to support the school and help foster a strong community, no child will be excluded from the school or any school activities due to the failure of his or her parent or legal guardian volunteer.

In addition, HTLA MS will strive to ensure frequent and comprehensive home-school communications. HTLA MS will use a variety of means to communicate effectively with parents, including, but not limited to: Website, Facebook, Newsletter, email, monthly breakfast meetings with Principal and many other

opportunities to connect including family nights and parent training.

Parents, students and staff will use PowerSchool, a schoolwide system that allows ready access to students' attendance, grades, and teacher assignments. We believe that the parent portal will transform the collaborative process among parents and teachers, enabling them to focus on the crux of the student information system - student performance and achievement.

All teachers use the HTLA MS 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. HTLA MS will use Moodle as a tool to provide students and parents with access to teachers' course requirements, homework assignments and future planning. Their use of technology supports the overall goals of HTLA MS. There will be training sheets for parents' use for both PowerSchool and Moodle.

Middle School Parents and students will be invited to monthly meetings that will include topics such as:

- Preparing your student for success in school
- Preparing your student for high school
- Getting ready for college begins now
- Common struggles for middle school students

HTLA MS will include **Blackboard Connect**, a mass communications system that allows the school to send an automated Robocall with a pre-recorded telephone message to parents. Using the 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.

For all grades, some of the proudest moments of the year take place during the student hosted exhibitions for **Cross-Curricular Projects**. The student body, parents, teachers, HTLA MS staff, HighTech LA Board Members and community members are all invited to attend. Sometimes the audience is asked to judge performances or participate in an art auction.

As detailed in Element 1, the Charter School will engage all stakeholders annually in the development and adoption of the LCAP, including review of progress, goal-setting, and resource allocation.

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.

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.

A. EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES

1. HTLA MS PRINCIPAL

Selection of the HTLA MA Principal 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 middle school teachers and non-instructional staff. The Principal shall act as the instructional leader at HTLA MS and shall be responsible for helping students achieve outcomes as outlined in the Educational Program. The Principal will also develop and lead professional development and oversee the strategic planning of HTLA MS.

Qualifications:

- California Administrative Credential
- California K-12 Teaching Credential
- Master’s Degree from accredited college or university
- 5 years of successful full-time public school certificated service, with no fewer than 3 years

as a teacher

- At least one year of administrative experience in a school-based position.

The HTLA MS Principal will be an educator with proven, successful results in serving underserved students. He or she will practice a constructivist/project-based approach to curriculum design, and be a collaborative individual who will engage students, parents and teachers at HighTech Middle School. He or she will be a leader and learner who practices 21st Century skills as outlined in our charter and one who models and believes in service to the community, whether local or global, as the pathway to a successful society.

Responsibilities:

- Serve as the instructional and operational leader of the Charter School and oversee all instructional and administrative staff at the school site.
 - Recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff with Board approval and in accordance with Board policies and employment contracts.
 - Organize and lead professional development for teachers and staff.
 - Provide leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement; assess progress toward meeting the goals.
 - Provide guidance, supervision, and assistance in instructional practices and curriculum and assessment development that is standards-aligned and culturally relevant and responsive to the language, social, and the academic needs of the student population.
 - Develop annual performance target goals as part of the LCAP planning and update process in collaboration with school stakeholders; lead ELAC, School Site Council and any other parent committees/councils.
 - Provide input on the Board meeting agenda and help ensure Brown Act compliance, in conjunction with the HTLA Principal and Board Chairperson; Attend all Board meetings and provide regular updates on student achievement and progress towards annual goals.
 - Attend District Board meetings as necessary, as the Charter School representative, and serve as Charter School's primary contact with District representatives.
 - Propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
 - Establish Charter School procedures designed to carry out Board policies and oversee staff regarding compliance with applicable laws and Charter School policies, including Health and Safety policies and procedures.
 - Communicate with legal counsel and any outside consultants.
 - Approve all purchase orders and contracts up to \$10,000 (HighTech LA Treasurer approves purchase orders over 10,001 and under \$25,000, the full Board approves purchase orders and contracts over \$25,000), pay warrants and requisitions and, upon approval, forward on for processing.
 - Develop the Charter School budget and any necessary revisions in collaboration with back-office services provider and stakeholders, and submit to the Board for review and approval.
 - Participate in the dispute resolution procedure and the complaint procedure when necessary.
 - Oversee outreach and recruitment, lottery and enrollment, and student/family orientation.
 - Attend SST and IEP meetings when necessary.
 - Address discipline issues in coordination with teachers and staff, including entering discipline information into student records.
- .
- Coordinate the administration of Standardized Testing, EL program and reclassification.

- Oversee all parent/student/teacher relations, school events, parent communications and workshops and parent volunteers.
- Other duties as assigned by the Board of Directors.

2. ASSISTANT PRINCIPAL (YEAR 3)

Qualifications

- Master's or advanced degree of at least equivalent standard from an accredited college or university
- Five years of successful full-time public school certificated service
- Three years as a teacher in a K-12 public school program
- Two school years of service in a certificated position(s) directly related to a secondary instructional program covering grades 6-12, inclusive
- Valid K-12 Teaching Credential requiring bachelor's degree and a program of professional preparation, including student teaching
- Valid Administrative Services Credential authorizing K-12 service
- Knowledge of current instructional programs and curriculum and state standards
- Knowledge of the instructional needs of the District's diverse student population
- Knowledge of state, federal, and local policies, rules and regulations pertaining to ELs, foster youth, low income students, standard ELs, gifted and talented, and students with disabilities.
- Ability to work effectively with all racial, ethnic, socioeconomic, linguistic, and disability groups
- Ability to make formal, public presentations to various stakeholders.
- Effect oral and written communication and interpersonal skills
- Skill in leading an instructional program including facilitating group processes, consensus building, and conflict resolution.
- Capacity to lead, direct, supervise, coach, and evaluate teachers and other personnel.
- Ability to effectively engage family and the community.
- Understanding of, and sensitivity to, the needs of the various cultural, ethnic, socioeconomic, linguistic, and disability groups in the school community.
- Knowledge of the Education Code, HTLA Board Rules, HTLA policies, and operating procedures
- Ability to work collaboratively and build strong relationship with students, school personnel, and community and business partners.
- Ability to direct the management activities.
- Other duties as assigned.

Assists the principal in performing secondary school management duties in accordance with applicable laws, the rules of the HTLA Board of Directors, and HTLA policies and procedures. Assists the principal in maintaining a comprehensive, instructionally effective and compliant program that accelerates the academic achievement for all student subgroups and targeted populations, including English learners, low income students, foster youth, Standard English learners, gifted and talented, and students with disabilities. May act as administrative head of the school in the absence of the principal.

Responsibilities

- Assist in the implementation of the instructional program; supervises and monitors core programs leading continuous student learning improvement.
- Supports school staff in developing long and short-range plans for achievements.

- Develops, supports, guides, and evaluates teachers and other personnel to ensure achievement of all student subgroups and targeted
- Provides instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English learners, foster youth, low income students, Standard English learners, gifted and talented, and students with disabilities.
- Leads teachers and assists the principal to ensure that the professional development plan and intervention services are aligned with the Single Plan for Student Achievement and the District's Master Plan for English language Learners
- Serves as an instructional team resource to Charter School parents and students.
- Assists in formulating, interpreting, and implementing the school's administrative policies.
- Coordinates and assists the principal with the school budgets and the monitoring of expenditures of school funds.
- Collaboratively implements a plan for schoolwide Positive Behavior Support that encourages students to set goals and monitor their own behavior.
- Organizes, assists, and implements the School's Safety Plan and oversees compliance by school staff with the Safety Plan.
- Counsels students and recommends and implements student intervention or disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
- Assists the school principal to meet state and federal mandates and to ensure instructional monitoring and compliance needs.
- Assists with the overall campus management, student services, extracurricular activities, and community affairs.
- During periods of critical personnel shortage or other emergency situation, shall temporarily assume any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
- Performs other duties as assigned.

3. TEACHERS

Qualifications

HTLA MS teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l) and applicable federal law. 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. In addition, teachers will hold English Learner Authorization.

Responsibilities

The Teacher is responsible for educating each pupil in his or her charge and for working with students, parents, other teachers and staff toward achieving the goals set forth in the HighTech LA Middle School Charter. The teacher reports to the Principal. The Teacher is responsible for implementing the instructional vision of HTLA MS, including:

- **Standards-Based Curriculum:** HTLA MS Charter School will offer a rigorous education for all

students in line with the California State Standards.

- **Family-Community-School Partnerships:** HTLA MS will actively engage families and the community in the life of the school, and students will engage in community service to the community.
- **Technology Integration:** By implementing technology with the curriculum, students will learn computer skills while pursuing academic goals.
- **Advisory:** Students will be given the opportunity to work in small cohort groups throughout their three years at school, thereby increasing teacher-student interaction. Teachers are responsible for implementing the Advisory curriculum.
- **Interdisciplinary Curriculum:** Students will understand how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers.
- **Project-Based:** Teachers will engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives.

Key Responsibilities:

- Responsible for conducting a professional, organized, and learner-centered classroom
- Teach subject area according to curriculum goals developed by the grade level teams. Maintain ongoing curriculum evaluation and development to meet the needs of students. Collaborate with other faculty in delivery of appropriate instructional approaches, working to serve the various learning needs of HTLA MS students.
- Implement curriculum and instruction in a manner consistent with HTLA MS' Mission Statement, including understanding, modeling and fostering independent thinking skills, creative problem solving and abstract reasoning. Show empathy and understanding of students.
- Develop with parents and students a cooperative partnership based on mutual respect
- Assess student performance frequently and objectively
- Facilitate resolution of problems that might arise with students and parents
- Hold parent/student/teacher team conferences
- Encourage parents to be contributors to their students' education
- Is accountable for student performance toward identified standards
- Collaborate as a member of a team, that can include experts from the community, in the design of projects, curriculum and student outcomes
- Facilitate student Advisory groups following an agreed upon curriculum
- Maintain documentation of efforts to create consistent and meaningful communication with parents
- Establish a coherent plan for classroom discipline and keeps clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class
- Maintain records for attendance, submit completed report cards on time, and complete school-wide assessments on time
- Participate in all school community professional development as well as individual professional development in areas identified through evaluations
- Provide leadership to before and after school activities, act as the teacher liaison to select committees, participate in the evaluation of Presentations of Learning and Transitional Presentations of Learning as directed
- Follow policies established by HighTech LA Board of Directors, and District and State mandated school guidelines
- Supervise lunch/nutrition break as necessary
- Other duties as assigned, including evening events at school site.

4. MIDDLE SCHOOL COUNSELOR

Qualifications

Possession of a Pupil Services Credential

- Minimum of 2 years of experience as a school counselor

Responsibilities

- Assist in the development of the Master Schedule and oversee student class assignments, ensuring that students are programmed into appropriate classes and maintain current records of student classes.
- Monitor continuously monitor student progress and collaborate with teachers, coordinate the SST process, and ensure students receive appropriate additional supports and interventions as needed, including referrals for evaluation for a potential IEP and/or referrals to outside services for student and family support.
- Oversee and administer student discipline: counseling students, referring to Principal as necessary, assigning detention, and documenting all disciplinary contacts in PowerSchool.
- Oversee parent/family communications, including coordinating parent/teacher conferences, newsletters and other parent communications, and planning and leading parent workshops; facilitate resolution of problems that might arise with students/parents.
- Monitor student attendance and communicate with parents/students regarding absences and tardies.
- Oversee supervision of students/campus before and after school and during lunch.
- Have familiarity with College Admissions and pre A-G requirements.
- Other duties as assigned.

5. SPECIAL EDUCATION TEACHER (RSP)

Qualifications

- CA Special Education Credential with EL authorization
- Teaching or therapy experience with Special Education students preferred. Knowledge of IEP process as outlined by the Individual with Disabilities Education Act (IDEA) and California State Special Education laws and regulations.
- Ability to provide evaluation and screening to determine eligibility for special education.
- Knowledge of resources available to parents of special education students.
- Ability to provide in-service training, including curriculum resource to regular staff.
- Ability to monitor and evaluate pupil progress by observation and informal assessment.
- Experience and commitment to working collaboratively with staff, parents, and the community.
- Experience in design and implementation of behavioral strategies and plans.
- Ability to work independently and efficiently to meet program objectives.
- Good communication and interpersonal skills.
- Bilingual (E/S) preferred; BCLAD preferred

Responsibilities

The Special Education Teacher bears full responsibility for the planning and implementation of the individualized education plans for students with special needs.

The job responsibilities of the Special Education Teacher are the same as the job of the Teacher with the

following additions:

- Develop and implement appropriate educational curriculum for students with special needs, including providing faculty with program and testing modifications from each student's IEP before the start of the school year and ensure compliance with all required program modifications indicated in each student's IEP
- Work with teachers to design, modify and implement project curriculum to meet the individual learning needs of students with disabilities and use of effective teaching and behavior management strategies
- Collaborate with team teachers to manage and organize the physical classroom environments to promote learning, including the development of classroom management systems
- Provide direct instruction to individuals and small groups
- Monitor student progress towards achieving instructional objectives and goals on the IEPs
- Conduct diagnostic tests and timely assessments of students including completion of the Evaluation Report (ER) and Individual Education Plan (IEP) related paperwork
- Report quarterly progress on each student to team teachers
- Function as liaison and advocate for special education students in home teams and with personnel from outside agencies as necessary
- Maintain regular contact with parents of students receiving special education services
- Meet with parents/guardians prior to IEP meetings to communicate results of assessment so that parents can fully understand the assessment results and contribute fully to the IEP meeting
- Create welcoming environment for parents participating in any meetings with school personnel regarding student performance
- Conduct at least two parent education meetings/workshops on special education related topics
- Develop, maintain, and participate in Student Support Team meetings for students identified as being potential Special Ed students.
- Participate in the shared decision-making through which the program is administered by attending faculty meetings and collaborating with others on staff to make the best decisions for the overall school program
- Work with the administrative staff and other faculty members to ensure the implementation of a cohesive educational program
- Report special education statistics, as they become available
- Complete all IEPs on the Welligent system
- Complete ER and IEP paperwork as required by federal and state laws
- Maintain the confidential files for special education students
- Participate in determining appropriate classroom placement for incoming and transitioning students
- Supervise assigned staff/volunteers/tutors effectively.

6. SCHOOL PSYCHOLOGIST (.50 FTE IN YEAR 1, FULL-TIME STARTING YEAR 2)

QUALIFICATIONS

- Master's degree or advanced degree of at least equivalent standard from an accredited college or university
- One of the following CA credentials or combination of credentials authorizing K-12 service must be in force and on file in the Office of the LA County Superintendent of Schools:
 - General Public Personnel Services Credential authorizing service as a school psychologist
 - Service Credential with a specialization in pupil personnel services designating service as

- a school psychologist
 - School Psychologist Credential
- Knowledge of the growth development of children and adolescents, learning theory, and mental health concepts
- Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
- Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices
- Ability to assume leadership in teacher/staff development activities
- Understanding of the relationship between the total education program as well as counseling and psychological services
- Facility in oral and written communication
- Appropriate appearance and cleanliness, appropriate manner including poise, tact, good judgment, and ability to work effectively with District personnel community representatives, and students.

Desirable Experience

- A minimum of 2 years as a school psychologist, school psychologist intern, school counselor, or teacher in a public school setting
- A minimum of 2 years full-time public school service in a certificated position(s) in programs and/or services involving exceptional students.

Responsibilities

Provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling.

- Conducts psychological assessments and develops case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning; files such case studies in compliance with established policies and procedures.
- Interprets the findings of individual studies to principals, teachers, parents, students, and others directly concerned with the welfare of students.
- Evaluates the results of tests in relation to the cultural, environmental, and language backgrounds of students.
- Participates in the process required by federal, state, and local regulation for the identification, placement, and review/re-evaluation of students with special needs; participates in and may act as chairperson for such groups as the school-site Individualized Educational Program Team (Special Education) and Student Study Team (Regular Education).
- Assists in developing a written individual education plan for students who are eligible for special education placement and/or service; assists in developing recommendations regarding eligibility, program placement, and affective or cognitive experiences for the Gifted/Talented Program.
- Assists in developing behavioral objectives for individual students and special class groups; suggests implementation strategies as appropriate; confers with teachers and parents

regarding strategies for the solution or amelioration of individual learning or adjustment problems of students

- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment.
- Assists with the organization of, and serves as a leader in, staff development activities in the field of psychological services.
- Serves as a resource person to school personnel in the effective use of District and agency educational support services.
- Serves as liaison to other organizational units of the District, community agencies, and private professional persons on matters related to student placement and adjustment.
- Provides psychological counseling to students, staff, and parents in crisis situations and serves as a member of the school crisis team.
- Participates in research to evaluate procedures and tests used in assessments; makes systematic reviews and prepares reports as directed.
- During periods of critical personnel shortage or other emergency situations, shall temporary perform any duties, as directed, within the authorization of any credentials held by the incumbent which are registered with the Office of Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
- Performs other duties as assigned.

7. SPECIAL EDUCATION AIDE

Qualifications

- High school diploma required
- 60+ credit hours or a B.A. degree in a field such as psychology, counseling, social work or education.
- Experience working with students with IEPs and students on the Autism spectrum highly preferred.
- Must have knowledge and ability to incorporate behavioral interventions into daily instruction, in either a classroom or home setting.
- Basic knowledge of federal and state regulations and school policies and procedures related to special education programs.
- Ability to establish and maintain positive working relationships with teachers, school administrators, parents and students.
- Ability to teach students appropriate behavior before problems arise and to promote replacement behaviors.
- Ability to address a wide range of behavioral objectives to allow student to successfully access the classroom curriculum and routine.
- Basic computer skills.
- Good oral and written skills
- Bi-lingual Spanish/English preferred

Responsibilities

Under the direction of the Special Education teacher, the Special Education Paraeducator will provide support to student(s) with disabilities. The aide will implement comprehensive positive behavioral

support plans and effective behavior management strategies, deliver instruction, participate as a member of the educational team, and assist in designing and implementing all components of the student's individual program. The Special Education Paraeducator will dually report to Special Education and School Leadership team.

- Adapt classroom activities, assignments and/or materials under the direction of the Teacher and Special Education Teacher to provide access to class activities
- Assist teacher in classroom instruction and behavior support, including crisis intervention/restraint
- Confer with teacher(s) on a regular basis to assist in evaluation of student progress and/or implementation of IEP goals and objectives
- Maintain appropriate documentation, records, and reports
- Maintain confidentiality of students and families as mandated by district, state and federal regulations
- Participate in school and regional trainings, in-services, and meetings
- Establish and maintain cooperative working relationships with students, staff, and parents
- Assist in feeding, toileting, mobility and other student needs as required
- Other duties as assigned by the Special Education Coordinator or Administrator.

8. CAMPUS AIDE

Qualifications

- High School Diploma or Equivalent
- Knowledge of safety rules and conditions to be maintained by students.
- Knowledge of standards of courtesy and behavior expected of students.
- Knowledge of games and sports in which students participate.
- Ability to maintain acceptable standards of behavior among students.
- Ability to maintain poise, and exercise tact and good judgment.
- Ability to work effectively with school personnel, community representatives, parents, and students.

Responsibilities

Assists in maintaining proper environment and student control at school including:

- Perform regularly scheduled non-classroom supervision duties, supervise students in the cafeteria, indoor assembly areas, outdoor eating areas, halls, restrooms, on the playground, and in other areas to which assigned.
- Enforce activity and safety rules in school buildings and on school property.
- Report problems of a serious nature, including recurring behavior problems and safety hazards to the Principal or other designated certificated employee.
- Work with the school staff in alleviating behavior problems occurring during supervision period.
- Assume responsibilities in inclement weather as assigned by the Principal or other designated certificated employee.
- Perform other duties as assigned.

9. OFFICE MANAGER

Qualifications

- Bachelor's degree
- Minimum of 2 years of professional experience required

- Spanish language skills preferred
- Prior school or non-profit experience preferred
- Excellent organizational, planning, and implementation skills
- Excellent written and verbal communication skills.
- Ability to multi-task, adapt to changing priorities and meet deadlines
- Highly detail-focused and results-oriented
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students
- Highly proficient in Microsoft Excel, PowerPoint, and Word
- Demonstrated initiative, leadership, and tenacity

Responsibilities

- Report payroll at Middle School
- Coordinate with benefits provider and act as liaison between employees and benefits providers
- Order all supplies
- Serve as a liaison between the school and vendors
- Adhere to the Fiscal Policies and Procedures Handbook.
- Act as a liaison between the Administration, Board of Directors and the back office provider
- Maintain and update online student enrollment
- Organize public lottery
- Manage/monitor/supervise office operations.
- Develop and implement clerical and administrative procedures for daily school operations.
- Prepare correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Other duties as assigned.

10. OFFICE ASSISTANT

Qualifications

- High School Diploma
- Oral and written proficiency in Spanish required
- AA preferred
- Prior school administrative experience preferred
- Strong proficiency with the Microsoft Office suite
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies

Responsibilities

- Answer telephones and greet guests
- Organize, secure, and maintain the reception area
- Attend to student needs and injuries
- Clear student absences, run PowerSchool reports, make daily attendance calls
- Assist with student enrollment
- Prepare correspondence, reports, bulletins, files, forms, memorandums, and perform other

- clerical and administrative duties as assigned by the Principal or Office Manager
- Upload files to CALPADS
- Maintain student emergency cards and health records and ensure confidentiality
- Request, send, and maintain cumulative records
- Maintain student lunch system
- Other duties as assigned.

11. CUSTODIAN

Qualifications

- High School Diploma

Responsibilities

Maintains assigned areas of buildings and grounds in a clean, sanitary, and safe condition.

- Sweeps, dusts, cleans, scrubs, strips, seals, waxes, polishes, and mops floors in classrooms, kitchens, dining halls, toilet rooms, offices, and similar facilities.
- Removes spots from floors, walls, woodwork, furniture, and fixtures.
- Washes and scrubs walls, lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains, and sanitizes refrigerators and beverage coolers.
- Operates equipment, such as floor polishing and scrubbing machines, wall washing machines, steam shampoos, vacuum cleaners, yard vacuums, lawn mowers, lawn edgers, weed eaters, and power sweepers.
- Services soap dispensers, towel boxes, and similar facilities.
- Sweeps and hoses blacktops, tennis courts, playgrounds, sidewalks, and parkways.
- Replaces electrical plug fuses, incandescent bulbs, and fluorescent tubes.
- Moves and adjusts chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings.
- Receives, checks, and delivers custodial and instructional supplies, and receives and stores grocery orders delivered during the summer.
- Locks and unlocks doors, gates, windows, transoms, and storerooms. Assists in providing security for buildings and grounds, contacts proper authority for assistance as needed, and may escort authorized and unauthorized persons in and from buildings and grounds.
- Provides information in regard to locations of various school facilities, participates in the opening and closing of facilities, and represents the school to the public in the use of the school as a community center.
- Cleans, maintains, services, and makes minor adjustments to space heaters. Drains water from compressed air tanks.
- Checks and maintains oil level in air compressors. Gathers and disposes of rubbish, paper, leaves, and debris, and empties and washes refuse containers.
- Waters and tends lawns, shrubs, and trees; and operates manual and automatic watering systems.
- Keeps records relative to equipment and furniture.
- Identifies and reports information regarding vandalism, theft, fire damage, and floods, and identifies, records, and reports maintenance needs.
- Performs a variety of unscheduled custodial duties as requested by the school office and teachers.

- Tends lawns, turf, and shrubs by mowing, edging, and pruning.
- Keeps drains and flow lines in lawns and other planted areas free from debris. Attends in-service training as directed.
- Makes minor repairs to building hardware, plumbing, woodwork, building equipment, and furniture.
- May perform a variety of cleaning and other manual tasks in a cafeteria.
- May operate power sweepers and low pressure heating plants.
- May receive, account for, store, issue to students, pick up, prepare for returning, and safeguard towels in a gymnasium.
- May raise, lower, and case flags.
- May check classroom, hot water, and fuel oil temperatures.
- Performs related duties as assigned.

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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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.

A. CUSTODIAN(S) OF RECORDS

The Principal will serve as the Custodian of Records for HTLA MS.

B. STUDENT HEALTH AND WELLNESS

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, HighTech LA offers the National School Lunch

Program, and provides a nutritious breakfast, hot lunch and snack program via Revolution Foods. In Advisory, students receive health and wellness curriculum including nutrition education, fitness, substance abuse, sexual health, healthy relationships and more. Through X Block, students participate in standards-aligned physical activity twice weekly for a total of more than 400 minutes every two weeks. X Block activities are designed to be fun and engaging to get students moving and develop life-long interest in sports and physical activities.

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.

HTLA MS 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 are not necessarily limited to:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process, including several months of outreach activities, open houses and informational meetings (August – January); an application period with a clearly published deadline; lottery (as necessary); and enrollment period.
- 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. A sampling of these organizations includes:

- Boys and Girls Club of San Fernando Valley
 - Van Nuys Recreation Center
 - Panorama Recreation Center
 - Family Source Center
 - Grace Community Church
 - Volunteer Center of Los Angeles
 - Lutheran Social Services
 - The Help Group, Van Nuys Campus
 - Penny Lane Center
 - First Lutheran Church
 - St. Bridget of Sweden Catholic
 - Van Nuys Spanish SDA Church
 - La Iglesia En El Camino
 - Church of Jesus Christ of Latter-day Saints
 - Rock of the Valley Church of the God
-
- Outreach meetings at the Mid-Valley Family YMCA and other nearby locations to reach prospective students and parents.
 - Hosting open houses, orientations, and school tours of the on a regularly scheduled basis.
 - Publicizing the instructional program.

HTLA MS realizes that students and their families are the best ambassadors of the program. HTLA families will be asked to tell their friends, neighbors, and community about the new middle grades program. Local events, local media, fliers and more will all help to spread the word; school staff will meet with leaders of local elementary schools to inform them about the new middle grades program. Thanks to the strong reputation of HighTech LA in the community and a lengthy waiting list for admission, initial demand for our new middle grades school is expected to be very high.

HTLA MS will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. HTLA MS will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

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

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 state law 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, 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.

A. ADMISSION REQUIREMENTS & PREFERENCES

HTLA MS will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school is open to any resident of the State of California. HTLA MS will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

B. STUDENT RECRUITMENT

HTLA MS will make every effort to encourage and recruit students of various racial and ethnic groups, socioeconomically disadvantaged students, students with disabilities, students with a history of low academic performance, as well as girls who traditionally have not been drawn to the technology field. HTLA MS will maintain an outreach program to inform prospective students about the opportunities at HTLA MS and will continuously monitor the success of specific efforts and the broader program to ensure that “hard to reach” students are included.

As detailed in Element 7, HTLA MS’s outreach plan includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic balance among students that is reflective of the general population of the District, with a focus on targeted recruitment of students who are academically low achieving and Students with Disabilities who may benefit from our alternative, personalized model, as well as socio-economically disadvantaged residents (the majority of residents in our target neighborhood):

Advertisements about HTLA MS informational meetings and Open Houses will be placed in local English and Spanish language newspapers in the late summer. Informational meetings for interested families will be held in September, October, November and January.

Exemption and Preferences

HTLA MS is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.” If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Currently enrolled students are exempted from the lottery.

Lottery preferences will be extended as priority admission to the following groups, in order:

- Siblings of students who are currently enrolled at Charter School who reside within LAUSD boundaries
- Children of teachers and staff (up to a cap of 10% of enrollment) who reside within LAUSD boundaries
- All other students who reside within LAUSD boundaries
- Students with siblings currently enrolled at Charter School who do not reside within LAUSD boundaries
- Children of teachers and staff who do not reside within LAUSD boundaries (not to exceed 10% of total enrollment when combined with those who reside within the LAUSD boundaries)
- All other students who do not reside within LAUSD boundaries

Open enrollment will begin each September on a designated date set by HTLA MS and continue until the

designated application deadline (mid-February). All interested students who complete a Lottery Application Form by the designated deadline will be considered for the public random drawing, approximately two weeks after the application deadline. Public notice will be posted regarding the date and time of the public drawing. Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, during Open Houses and other recruiting events, and on the school website. Public notice will be posted at the school site and on the website regarding the date and time of the public drawing. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so. The Charter School will choose a date and time for the lottery approximately two weeks after the application deadline in February (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site (initially, the middle school lottery, if any, will be held at the high school; in later years when the middle school has its own facility its lottery will be held there). HTLA MS will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed. The lottery is open to the public.

Within two weeks following the lottery, students who are offered spots will be asked via mail (at the address parents listed on the Lottery Application Form) to complete an Enrollment Packet and return the Packet within two weeks to secure their spot. School staff will be available to assist families in completing this paperwork if needed. Students who are placed on the wait list will be notified of their status in writing. 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
- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Parent attendance at a school orientation meeting is encouraged but not required for enrollment.

Once all spaces are filled via the lottery, a waiting list will be developed in the order names are drawn in the lottery, with students who apply after the lottery deadline added to the end of the wait list. Students on the waiting list will be notified by phone immediately if space becomes available and, if it is still at least two weeks prior to the start of the new school year, they will have two weeks to return the enrollment forms; if it is less than two weeks to the start of the new school year or school has already begun, families will have 21 days to return the enrollment forms and secure their child's place. If the enrollment forms are not returned within the allotted time, then admission for that student is forfeited, and the next student on the waiting list will be contacted. As students' parents/guardians are called from the wait list, the front office personnel will make a notation of the date and time of the call, if a contact was reached or a message left, and whether the student accepted or declined to be enrolled.

Records of each application will be kept on file in the main office and, after the lottery has been held, a record of the students selected for admission via the lottery, and the order in which they were selected, will be kept in the main office as well as the wait list.

ELEMENT 9: ANNUAL FINANCIAL AUDIT

“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)(l).)

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)(l) 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

A. ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(l), each fiscal year an independent auditor conducts an audit of the financial affairs of HTLA MS to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any staff of the corporation. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract.

- At the conclusion of the audit, the Principal and the Audit Committee will be responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the Board of Directors with recommendations on how to resolve them.
- The Board will review and approve the audit no later than December 15.
- The Board will submit a report to the District describing how the exceptions or deficiencies (if any) have been or will be resolved to the satisfaction of the District along with an anticipated timeline.
- The Principal will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.

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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 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 504 Plan?

Notwithstanding 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.

A. DISCIPLINE FOUNDATION POLICY

HTLA MS will adhere to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior. While based on HTLA's successful discipline policies for students at the high school level, in order to ensure stakeholder "buy-in," the school-wide discipline policies at HTLA MS will be developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment, modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required. This policy will include, but is not limited to the students' rights and responsibilities while on school grounds as well as the school's suspension and expulsion policies. HTLA MS will focus on a positive school climate consistent with the District's School Climate Bill of Rights resolution. We use alternatives to suspensions to support students when behavioral missteps occur, including advising and counseling students, detention during and after school. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. Upon enrollment and at the beginning of each school year, HTLA MS families will each receive a copy of the Student and Parent Information Packet sent to each family at the beginning of the school year. School staff also will review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior and how to understand, distinguish, and address different types of behaviors. Management strategies focus on proactive, rather than reactive strategies, and will focus on empowering students to evaluate their own behaviors and make responsible decisions. The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers will use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion.

Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher

- Loss of privileges
- Individual behavior contract
- Referral to the Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Detention during or after school
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

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.

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

Any student who engages in repeated violations of the Charter School's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the Principal or his/her designee and the student's parents. The Principal (or his/her designee) will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations will be considered grounds for expulsion. Suspended students will also be responsible for making up all missed work within specified timetable.

In creating the HTLA MS discipline policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion; modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required.

B. CAUSE FOR SUSPENSION AND EXPULSION

HTLA MS is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for –conduct 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 school campus; d) during, going to, or coming from a school-sponsored activity.

Mandatory Expulsion/Suspension: It is a federal mandate that a school expel, for a period of not less than one year any student who is determined to have brought a firearm to school.

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

- possession of a firearm
- brandishing of a knife
- possession of a controlled substance
- sexual assault or battery, and
- possession of an explosive
- sexual assault/battery: Any student who commits or attempts to commit a sexual assault or who commits a sexual battery must be recommended for expulsion, regardless of grade level. In some instances, sexual harassment, sexual battery or sexual assault may also constitute child abuse. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner. If child abuse is suspected or alleged, a suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

Discretionary Expulsion/Suspension

In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion after considering other mitigating factors it is determined that the student has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, 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.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Using 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, et al.
- 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.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property.
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Education Code Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- 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.

- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Robbery or extortion
- Assault or batter upon any school employee
- Sold, furnished or offered a substitute substance represented as a controlled substance
- Possession of an imitation firearm
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

C. PROCESS FOR SUSPENSION AND/OR EXPULSION

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process. The Principal is authorized to suspend students. Students will not be suspended, whether in-school or out-of-school, for more than five days at a time or more than twenty days combined during one academic year.

In-School Suspension

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

Family Conference

Suspension shall be preceded a conference, during which time the student may respond to the allegation, followed by a conference conducted by the Principal with the student and his/her parent or guardian. The conference may be omitted if the Principal 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 the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by HTLA MS as soon as possible.

Notice to Parents/Guardians

At the time of suspension, the Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will contain the date and time the student may return to school. The notice will also include an invitation for the student and/or parent to respond in writing to the suspension. If the Principal will confer the parent/guardian regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

Length of Suspension

The length of the out of school and in school suspensions will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days unless a recommendation has been made by the Principal and agreed to by the student's parent/guardian. The

total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days in any school year, or more than 10 days for a student with an IEP,

The Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office. Students will take all tests missed upon their return to school.

Recommendations for Expulsion

Students will be recommended for expulsion if the Principal finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the recommended expulsion. Pending the Expulsion Hearing, a student may be suspended for a minimum of 5 days and a maximum of 20 days during which time the student will access all assignments from the school's Moodle page and the student may upload the work to Moodle.

The Principal will prepare a written notice of the hearing, which will be emailed and mailed, to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date, time and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or other advocate.
- Right of postponement
- Presentation and cross examination of witnessed and other evidence
- Information regarding reasonable accommodations and language support

Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 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. The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher(s) during their suspension and be provided the opportunity to make up any missed exams.

The hearing will be presided over by an Administrative Panel appointed by the Board of Directors. The Administrative Panel will consist of three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board in order to ensure impartiality.

The decision of the Administrative Panel shall be in the form of written findings of fact within ten days and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program. Following a decision of the Administrative Panel to expel, the Principal shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. A 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 School
- Terms of expulsion
- Rehabilitation Plan
- Criteria for Rehabilitation plan
- Eligibility date for reinstatement.
- Notice of the appeal process.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours. 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.

Administrative Panel 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, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. 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 Administrative Panel from exercising its 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 courtroom during that testimony. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the

evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.

Parents/guardians of 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 shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

D. APPEAL OF SUSPENSION OR EXPULSION

Parents will be notified by the Principal through a telephone call and in writing at the time of enactment of the suspension or expulsion and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of the Principal. A suspension appeal may be made to the Board Chair within ten days of the suspension. Immediately following the request to appeal the suspension, the Board Chair will meet with the parent/guardian to hear their evidence as to why the student should not be suspended. Following the meeting, the Board Chair will determine whether to uphold or deny the request to suspend. The parent/guardian and Principal will be notified within 24 hours of the final decision. Following due consideration of the facts and safety of students, a decision by the Board Chair regarding student suspension will be considered final.

An expulsion may be appealed to the Board of Directors within ten working days and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the Board of Directors and the family will have a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date. Parents/guardians of 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 shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

The appeal decision of the Board of Directors will be impartial and final. HTLA MS will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post expulsion support to expelled students and their families to facilitate continued access to education.

Reinstatement and Readmission

Pupils who are expelled from HTLA MS shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and

academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to HTLA MS for readmission.

The readmission process will include a meeting with the Principal to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal shall make a recommendation to the Board of Directors for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. HTLA MS is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; and completion of school work.

HTLA MS shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The Board of Directors shall review the reinstatement documentation and vote to reinstate or not. If the Board votes to reinstate the student, HTLA MS shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

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, per applicable legal and retirement plan requirements.

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 HTLA MS will contribute the employer’s portion (currently 12.58 %) required by STRS. All withholdings from employees and the Charter School will be forwarded to the STRS Fund as required. HTLA MS 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. HTLA MS accepts and understands obligations to comply with Sections 47611 (STRS) of the Education Code.

PERS

All HTLA MS 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 HTLA MS 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.

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 HighTech Los Angeles 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.

HTLA MS is a school of choice that is open to anyone in the State of California. All parents and students will be informed of their public school attendance alternatives during the enrollment process.

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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Ms. Marsha Rybin, Principal
HighTech LA
17111 Victory Blvd
Lake Balboa, 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. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs

and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15: 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 if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; 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 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, Charter School payroll records, 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 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.

In the event that the school closes, the Principal will serve as the school's closure agent.

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red

Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - 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.
 - 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the

required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella 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. *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, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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).)

HTLA LA Middle School DRL ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

HighTech LA Middle School (also referred to herein as “HTLA MS” 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).)
- 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 by or as 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 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 (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 annual update.” (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 the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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(I). 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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter

School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

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.

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 state law 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, 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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 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 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 504 Plan?

Notwithstanding 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, per 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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Ms. Marsha Rybin, Principal
HighTech LA
17111 Victory Blvd
Lake Balboa, 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. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15 – 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 if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; 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 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, Charter School payroll records, 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 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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency

procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The

parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to

the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella 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. *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, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inception, 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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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).)